



R H O D E I S L A N D
**NURSES INSTITUTE
MIDDLE COLLEGE**
CHARTER SCHOOL

Rhode Island Charter Public Schools:

2020 Proposal for New Student Seats

Material Expansion Proposal

September 28, 2020



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1. Cover Sheet

Required Information: Charter School Regulations (200-RICR-20-05-2), Section 2.2.2(D)

The following cover sheet must be used for all Requests for Proposals for New Student Seats:

Name of Charter:
RI Nurses Institute Middle College

Charter Type (District, Mayoral, or Independent):
Independent

Location of Charter School: Providence, RI.

Location of Additional Schools (if applicable):
Not Applicable

Enrolling Communities (if statewide, write statewide): Statewide

Primary Contact Name: Pamela McCue, PhD, RN
Primary Contact Role: Chief Executive Officer

Primary Contact Signature:

Date: September 26, 2020

Address:
150 Washington Street,
Providence RI 02903

Phone: 401-680-4900
Email: Pam.mccue@rinimc.org

Charter	Grade Levels Served	Enrollment	Communities Served
AY20-21 for the current charter (expansions only)	9-12	272	statewide
AY21-22 proposed new or expanded charter	9-12	342	statewide
AY25-26 (5-years) proposed new or expanded charter	9-12	500	statewide
Proposed new or expanded charter at-scale	9-12	500	statewide

Signature of Charter Board Chair:



Print Name: Angela Patterson

Organization/Title: RINI Middle College Board Chair

Date:

9/25/2020

Name of Establishing Entity: Rhode Island Nurses Institute Middle College Charter High School

Signature of Establishing Entity Representative:



Print Name: Pamela McCue

Position/Title: CEO

Date: September 25, 2020

Executive Summary

The Rhode Island Nurses Institute Middle College charter high school (RINI) is an independent public charter high school located in Providence RI. We serve students in grades 9-12 with a statewide catchment area, however our enrollment, recruitment, and mission focus on students from the urban core. RINI is currently capped at 272 students and is submitting a material expansion request to add 228 seats for total enrollment of 500 seats. This expansion plan strategically focuses on adding the additional seats each year in the 9th grade, until we reach the full scale of 500 seats by AY 2024-2025.

The school was created in 2011 as a solution to the lack of diversity in race and ethnicity of the Rhode Island nursing workforce and to the projected shortage of registered nurses. Nursing is one of the fastest growing occupations in this state and the need for them will continue.¹ However, as this state becomes more diverse in race/ethnicity, the nursing workforce has not kept pace. Only 5 percent of the state's registered nurses are African American and only 4 percent are Latino, whereas people of racial and ethnic diversity make up 28% of the state's population.² Narrowing the diversity gap and building a culturally competent nursing workforce is key to improving health quality, access, and outcomes.³ RINI is the only public school in the state dedicated to this mission and by expanding the school capacity to serve more students provides bigger impact in fulfilling it.

There is a demand for our school from parents and students. Each year, close to 400 applicants apply for enrollment for about sixty- 9th grade seats, resulting in a significant waiting list. There is also a demand from the health care sector for this expansion as RINI is recognized as a successful youth pipeline program essential to increasing the diversity of the RI healthcare and nursing workforce.⁴

¹ Rhode Island Department of Labor & Training Labor Market Information, 2026 Occupational Projections

² Transformation Preparing the workforce for a healthy Rhode Island, 2017

³ US. Census Bureau, Quick Facts, Rhode Island

⁴ Transformation Preparing the workforce for a healthy Rhode Island, 2017

RINI has a proven track record of success. When compared to all RI public high schools, including those in affluent suburban communities, RINI ranked as the top school in the state for having the highest number of graduates earning college credits and health care workforce credentials.⁵ These graduates achieved college and career readiness, despite many of them performing well below grade level when they first enrolled at RINI and scoring less than proficient on the 11th grade state mandated SAT test.

The expansion will not impact the core educational program at RINI. The course of study and curriculum are fully aligned to all state and federal standards and customized to the nursing and healthcare mission of the school. It includes a rigorous college preparatory curriculum integrating nursing/health care knowledge in core academic subjects, dual and concurrent college enrollment, authentic health care workforce experiences, and training courses in entry level patient care certifications and licenses.

As an organization, RINI has prepared for a successful expansion implementation. An internal reorganization in 2020 resulted in RINI establishing an organizational chart that more efficiently meets the needs of the program and a leadership structure that is ripe for adding additional capacity. Due to this reorganization, there will be limited additional positions required outside of the additional core instructional teachers to accommodate the new students.

RINI has historically maintained healthy financial metrics per the annual performance dashboards, and an expansion to 500 students would only improve on those. The financial metric that would be affected the most would be the annual total margin as the additional revenue would outpace the marginal per pupil expenses and allow RINI the ability to have a healthier metric annually while providing an enhanced robust nursing program.

⁵ Rhode Island Department of Education, 2018-29 School Report Card

Mission Statement

The mission of RINI Middle College is to prepare a diverse group of students to become the highly educated and professional nursing workforce of the future. This material expansion proposal does not change the mission of the school but rather allows for bigger impact in fulfilling it. More seats for diverse students to attend RINI will result in more students becoming interested in the profession, enrolling in college nursing majors, completing degrees, and entering the RI nursing workforce.

The school was created in 2011 as a solution to the lack of diversity in race and ethnicity of the Rhode Island nursing workforce and to the projected shortage of registered nurses. Nursing is one of the fastest growing occupations in this state and the need for them will only grow.⁶ Only 5 percent of the state's registered nurses are African American and only 4 percent are Latino, whereas people of racial and ethnic diversity make up 27% of the state's population⁷. Narrowing the diversity gap and building a culturally competent nursing workforce is key to improving health quality, access, and outcomes.⁸ Nurses from minority and socioeconomically disadvantaged groups are more likely to provide care in underserved communities and patients tend to be more satisfied with their care when treated by people of the same race or ethnicity, particularly in primary care and mental health settings.⁹ Patients with limited English proficiency when cared for by nurses who speak their native languages also have improved outcomes.¹⁰

Our proposed charter expansion supports and sustains our school mission by providing more diverse students the opportunity to enroll at RINI and prepare for college and a career in nursing. Although RINI enrolls students statewide, 85% of our students come from the state's most diverse

⁶ Ibid, page 3

⁷ Ibid, page 3

⁸ Ibid page 3

⁹ "The Changing Face of Nursing: Creating a Workforce for an Increasingly Diverse Nation." Charting Nursing's Future. January 2016, Issue no. 27. Robert Wood Johnson Foundation. Accessed from: http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf425988

¹⁰ The Institute of Medicine (2011) The Future of Nursing: Leading Change, Advancing Health

communities, Providence, Pawtucket, and Central Falls. Therefore, in addition to being succinctly aligned with our school's mission, this seat expansion request also provides more educationally disadvantaged students a high quality educational option when otherwise many would have attended a public high school identified as in need of Comprehensive Support and School Improvement.

Proposed New Seats & Enrollment

The expansion plan includes an increase of 228 seats over four academic years beginning in AY 2021-22 and meeting maximum proposed enrollment of 500 seats by AY 2024-25. We plan to enroll the additional seats for 9th graders primarily because many of our applicants attended public elementary or middle schools in their communities that have been and continue to be identified as in need of Comprehensive Support and Improvement. Students from these schools have demonstrated to perform well below grade level, especially in core academic subjects of math, English language arts, and science. Our experience has been that students do best when they begin the RINI curriculum in 9th grade, a pivotal transition grade, where they would have four full years for growth in their academic skills, social emotional development, English language proficiency if needed, and ample time to engage in the workforce experiences and college course opportunities uniquely offered at RINI. Currently the school's enrollment is capped at 272 students and this expansion proposal would allow us to enroll about 80 additional 9th graders each fall. The expanded proposal would allow us to enroll a total of about 150- 9th graders (2 cohorts) each year. Please see enrollment table in Appendix A

This proposed expansion plans

- will meet maximum enrollment of 500 seats by AY 2025-25
- will not change the grades served and we will continue to serve grades 9-12
- does not include an addition of a school district to the catchment area
- does not add an additional school expansion to a charter network

- will continue to serve students from Providence and urban core communities as aligned to our mission.

There are several reasons that we seek expansion to 500 seats at this time.

1. Proven Track Record of College and Career Readiness

We have a proven track record of preparing students to be successful in college coursework and a healthcare career. In 2017 RINI submitted to the Rhode Island Department of Education (RIDE) rigorous school specific goals, to be included in our Charter School Annual Performance Report, that directly align to our mission of college and career readiness at graduation. These goals, as explained in the Goals Section of this application, include metrics and goals in students earning college credits, workforce credentials, and participating in work-based learning experiences. Each year, RINI has exceeded all these goal metrics and is on track to continue this trend (See Appendix B,). When compared to all other RI public high schools, both urban and affluent suburban, RINI ranked as having the highest number of students in the state earning transferable college credits and health care workforce credentials (see Goals sections in this application). It is critical to note, that the majority (over 85%) of students applying for admission to RINI, come from districts that in no way come close to offering the college and workforce opportunities in healthcare/nursing that RINI is able to offer. Also, to note that most students came primarily from underperforming districts and would be considered as educationally disadvantaged yet through academic growth at RINI were able to master college coursework in subjects of anatomy, chemistry, psychology and those required of nursing college majors. (further explained in subsequent section Education Program)

2. Demand

There is a demand from parents and students for our school model and mission, especially for the 9th grade. The table below demonstrates that the number of 9th grade applicants far exceeds the

number of seats and students we can accommodate due to our cap. Each year we enroll approximately 60 to 70 students leaving a significant number of students on the waiting list. There is a clear trend in demand for 9th grade seats over the past three years.

2018-2019			
Grade	Applications	Seats	Wait List
9	315	60	255
10	37	0	37
11	10	0	10
12	3	0	3
	<u>365</u>		<u>305</u>

2019-2020			
Grade	Applications	Seats	Wait List
9	458	70	388
10	104	0	104
11	45	0	45
12	20	0	20
	<u>627</u>		<u>557</u>

2020-2021			
Grade	Applications	Seats	Wait List
9	412	58	354
10	61	0	61
11	17	0	17
12	4	0	4
	<u>494</u>		<u>436</u>

The subsequent tables reveal that the 9th grade applicants are coming from the urban core with a significant number coming from Providence. This clearly demonstrates that expansion of our 9th grade seats would serve more students from Providence who most likely, otherwise would be attending a public school in need of Comprehensive Support and Improvement.

All 9th Grade Applications: 2018-2019		
DISTRICT	Number of Students	%
Bristol-Warren	0	0.0%
Burrillville	0	0.0%
CF	56	17.6%
Coventry	0	0.0%
Cranston	13	4.1%
Cumberland	0	0.0%
East Providence	2	0.6%
Exeter-West Greenwich	0	0.0%
Foster-Glocester	1	0.3%
Johnston	2	0.6%
Lincoln	0	0.0%
North Kingstown	0	0.0%
North Providence	6	1.9%
North Smithfield	0	0.0%
Pawtucket	39	12.4%
Portsmouth	0	0.0%
Providence	195	61.9%
Smithfield	1	0.3%
South Kingstown	0	0.0%
Warwick	0	0.0%
West Warwick	0	0.0%
Woonsocket	0	0.0%
	<u>315</u>	<u>100.0%</u>

All 9th Grade Applications: 2019-2020		
DISTRICT	Number of Students	%
Bristol-Warren	4	0.9%
Burrillville	2	0.4%
CF	46	10.0%
Coventry	1	0.2%
Cranston	24	5.2%
Cumberland	2	0.4%
East Providence	11	2.4%
Exeter-West Greenwich	2	0.4%
Foster-Glocester	0	0.0%
Johnston	4	0.9%
Lincoln	0	0.0%
North Kingstown	2	0.4%
North Providence	8	1.7%
North Smithfield	0	0.0%
Pawtucket	44	9.6%
Portsmouth	0	0.0%
Providence	293	64.0%
Smithfield	1	0.2%
South Kingstown	1	0.2%
Warwick	2	0.4%
West Warwick	5	1.1%
Woonsocket	6	1.3%
	<u>458</u>	<u>100.0%</u>

All 9th Grade Applications: 2020-2021		
DISTRICT	Number of Students	%
Bristol-Warren	1	0.2%
Burrillville	1	0.2%
CF	65	15.6%
Coventry	0	0.0%
Cranston	16	3.9%
Cumberland	2	0.5%
East Providence	3	0.7%
Exeter-West Greenwich	1	0.2%
Foster-Glocester	0	0.0%
Johnston	3	0.7%
Lincoln	1	0.2%
North Kingstown	1	0.2%
North Providence	4	1.0%
North Smithfield	0	0.0%
Pawtucket	49	11.9%
Portsmouth	0	0.0%
Providence	249	60.4%
Smithfield	0	0.0%
South Kingstown	1	0.2%
Warwick	2	0.5%
West Warwick	0	0.0%
Woonsocket	13	3.2%
	<u>412</u>	<u>100.0%</u>

3. School Culture Maintained

A total enrollment of 500 students allows for a larger 9th grade class (2 cohorts) and approximately 100 students per grade level. This still allows for a small school feeling, a caring supportive school culture, and the ability to maintain small classes sizes for personalized instruction. The plan includes keeping class sizes to less than 20 students per class for personalized instruction and support for the development of foundational academic skills, social, emotional, and personal growth, self-confidence, and self-efficacy in rigorous academic subjects. Ninth grade also begins the introduction and socialization to the nursing/health care profession and student's developing a "college mindset". By 11th and 12th grade, students are then prepared to engage in work-based learning opportunities, entry level patient care workforce license training classes and college coursework. This is the strategy we use now, and it has proven quite successful. RINI graduates who are either in college or who have completed college often return to visit and describe their RINI experience as being pivotal in their college success and choice of nursing major.

4. Building Space Available

A recent vacancy on the second floor of our current school building allows for immediate growth within our current space. The building is ideally located within walking distance of the University of Rhode Island Providence campus where students take college courses and to public transportation at Kennedy Plaza for travel to Rhode Island College, Community College of Rhode Island, and our health care practice partners in the community for their work based learning experiences.

5. Established Health Care Partnerships

RINI is recognized by the healthcare industry as a successful pre-collegiate pipeline program for diverse students in preparing them for college, nursing degree completion, and entry into the RI workforce. In the report, Transformation: Preparing the workforce for a healthy Rhode Island

(2017), commissioned by Governor Raimondo and the Executive Office of Health and Human Services (EOHHS), RINI is highlighted as an example of a successful youth pipeline program essential to increasing the diversity of the RI healthcare/nursing workforce. The report highlights our academic program and our targeted recruitment efforts for diverse student cohorts from lower-income communities in and around the capital city. The report commends our mission and describes the importance of recruiting candidates with strong ties to their communities and neighborhoods because it increases the chances that once graduated, they will choose to practice in RI.

RINI also has established partnerships with health care organizations, practices, and facilities statewide (Appendix B for list of partners) where RINI students are welcomed for internships and considered assets to the organization's operations in caring for patients. Often times, after completion of their internship, the organization employs them for summer/weekend/after school jobs, and many continue their employment while attending college. (See Appendix A for letters of support from health care partners).

The targeted student population for this expansion are educationally disadvantaged students from lower-income communities including Providence and the urban core ring. This has been and is the core of the school's mission. The community and industry demand for our school model far exceeds this expansion request of 228 seats.

Goals

RINI has school specific goals and school improvement goals.

A. School Specific Goals (see Appendix C)

RINI has created three school specific goals for inclusion in the Charter Annual Performance Report. These goals were developed as a true measure of the school fulfilling its mission based on the foundational belief that at high school graduation, RINI students should be college and career ready.

Goal 1- Graduates will have earned college credits.

- Sub-Goal 1A: By school year 2020-2021 and thereafter, 100% of RINI graduates will earn at least 3 college credits that are applicable towards a post-secondary healthcare/nursing major/degree.
- Sub-Goal 1B: By school year 2020-2021 and thereafter, 60% of all RINI graduates will earn at least 6-12 college credits that are applicable towards a post-secondary healthcare/nursing major/degree.
- Sub-Goal 1C: By school year 2020-2021 and thereafter, 20% of all RINI graduates will earn greater than 12 college credits that are applicable towards a post-secondary healthcare/nursing major/degree.

Below are the benchmark goals for each sub goal

2016-17 BENCHMARK	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET
1A 94%	80%	90%	100%	100%
1B 72%	30%	40%	50%	60%
1C 46%	10%	12%	15%	20%

RINI not only met these goals but exceeded them in each benchmark year.

School Specific Goals	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual**	Target for June 2020	Target for June 2021
1A: Graduates will earn 3 college credits	97% Exceeded	96% Exceeded	100% Met	100%	100%
1B: Graduates will earn 6-12 college credits	46% Exceeded	57% Exceeded	100% Exceeded	50%	60%
1C: Graduates will have 12+ college credits	37% Exceeded	45% Exceeded	64% Exceeded	15%	20%
2: Healthcare experience	60% Exceeded	67% Exceeded	80% Exceeded	75%	100%
3: Graduates will have earned a workforce credential	62% Exceeded	65% Exceeded	Unavailable pandemic interrupted completion	70%	80%

Included for the first time, the Department of Education collected data on indicators of post-secondary success and diploma plus credentials on the 2018-2019 School Accountability Report Card. RINI received 3 out of 3 points on this indicator because many students earned several college credits and workforce credentials.

RI Nurses Institute Middle College Charter High School Postsecondary Success

Index for 2018 graduates who earned credentials beyond a high school diploma

RINI Middle College's Postsecondary Success Index is 112.

0% of 2018 graduates earned AP credits, 98% earned dual or concurrent college credits, and 54% earned approved CTE credentials.

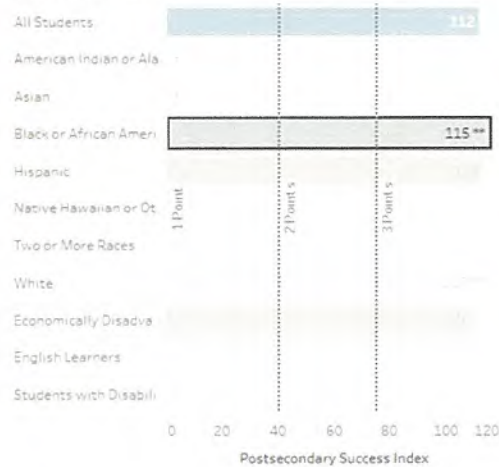
Postsecondary Success Points: 3 out of 3

School points are based on All Students performance shown in chart on right.

Postsecondary Success Points	Postsecondary Success Index
3 Points	≥ 75
2 Points	< 75 AND ≥ 40
1 Point	≤ 40

The Postsecondary Success Index awards 1 point for each student with 1 AP credit, college course, or industry-approved CTE credential, 1.1 points for 2 credentials, and 1.2 points for 3 or more credentials. These points are summed and then divided by the total number of 2018 graduates.

Results by Subgroup



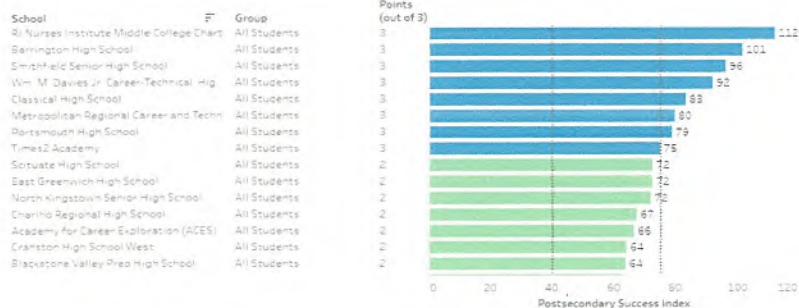
Dotted lines in bar chart correspond to cut points in table on left.

In comparison to other high schools in RI, including affluent suburban high schools and schools that have academic admission criteria, RINI was the top school in the state on the indicator of Post-Secondary Success, ready at graduation.

Diploma Plus: Postsecondary Success by School

Index for 2018 graduates who earned credentials beyond a high school diploma

Postsecondary Success Points	Postsecondary Success Index
3 Points	≥ 75
2 Points	< 75 AND ≥ 40
1 Point	≤ 40



*Blank rows indicate too few students to report.

**Subgroups with 10-19 students are reported, but not included in accountability determinations.

This demonstrates that RINI graduates are college and career ready at high school graduation.

B. School Improvement Plan and Goals

The school created a School Improvement Plan (SIP) with goals and strategies to increase proficiency on the SAT and decrease chronic student absenteeism (See Appendix C)

Overview of the RINI Plan

Goals 1 & 2	Math: Increase SAT math proficiency rates from 1% proficient in the 2017-18 SY to 12% in 2019-20 and 24% in 2020-21. Literacy: Increase SAT literacy proficiency rates from 13% proficient in the 2017-18 SY to 22% in 2019-20 and 45% in 2020-21.
<i>Strategy A Curriculum</i>	Adopt common core-aligned math and ELA curricula that are rated “green” on EdReports; adapt and develop support materials to ensure alignment with the RINI nursing mission and to integrate the nursing theme, leveraging expert support as needed.
<i>Strategy B Teacher Support</i>	Provide teachers and instructional leaders with embedded external expert training and support throughout the school year to help them implement the new curricular materials through strong planning and instructional delivery (includes professional development, coaching, and conducting modified lesson studies during departmental PLC time).
Goal 3	Chronic Absenteeism: Reduce school-wide chronic absenteeism rates from 45.7% in 2017-18 to 25% in 2019-20 and 18% in 2020-21.
<i>Strategy C Attendance</i>	Create and launch a school attendance data team that meets a minimum of bi-weekly to review data and plan tiered interventions/actions to support student attendance.
<i>Strategy D Culture and Climate Shift</i>	Provide all RINI educators with professional learning around embedding the principles of nonviolence and cultural competency in the classroom.

	2017-2018 Actual*	2018-2019 Actual*	2019-2020 Actual**	Target for June 2020	Target for June 2021	Target June 2022
SAT Math Proficiency	1%	4%	Not Available	12%	24%	50%
SAT Literacy Proficiency	13%	17%	Not Available	22%	45%	85%
Chronic Absenteeism	45.70%	42%	43%	25%	18%	15%

*Based on 2017-2018 data. 2018-2019 is the gap year between writing the School Improvement Plan and the first year of School Improvement accountability. **Due to the COVID-19 pandemic, students did not take the SAT in the spring of 2019-2020. This data is not available. Chronic absenteeism was also severely impacted by the COVID-19 pandemic.

Progress toward goals 1&2 rely on SAT proficiency data that is not currently available for 2019-2020 due to the cancellation of the assessment because of the pandemic, however RINI has fully implemented the strategies and expected significant gains.

Strategy A, adoption of the new curriculum in ELA and Math was fully implemented last year, although with some interruptions due to the emergency remote learning situation that occurred. Year 2 of curriculum implementation is continuing this year. Teachers received professional development, coaching and support as planned through Professional Learning Community (PLC) work and with the assistance of the trainers for each curriculum purchased. The school improvement coordinator has moved into the role of director of teaching and learning and the school has a full scope and sequence of professional development and learning in place for faculty and staff as well as a new and comprehensive system for coaching and evaluations. RINI has hired a new special education director and an MLL administrator consultant to improve the intervention programs and outcomes for instructionally vulnerable students. Faculty have been trained in and will be supported in differentiating instruction, standards-based grading, multi-modal instruction, and linguistic supports. In addition, 2 RINI faculty members recently completed the ESL teacher training program with Roger Williams University and are positioned to meet the needs of their MLL students more effectively. These teachers are also collaborating with their teams and assisting their co-workers in their efforts to improve instruction and opportunities.

Whetstone is a new digital platform that will be used to monitor performance and to track goals and expected outcomes.

Goal 3, Strategy C, attendance goal, was on track pre-pandemic, however the sudden transition to distance learning greatly affected the outcome for this academic year. The emergency remote learning situation challenged some students, both socially, emotionally, and physically, thus greatly affecting attendance. Many students engaged in school during the evening and off school hours because of the

necessity to be employed. Some students were working full-time in healthcare as certified nursing assistants because of licenses earned while at RINI.

RINI did not stray from its rigorous curriculum, instruction, mastery learning, and expectations for students, although we did offer tremendous amounts of flexibility in when and how the learning happened. RINI does not feel that the attendance rates reported for the pandemic year accurately reflect academic performance or college and career readiness.

Goal 3, Strategy D was implemented with a cohort of RINI faculty participating in the Kingian Nonviolence (KNV) training and with a cohort of students who also participated in a cohort for KNV leadership training. This was unexpectedly halted during the pandemic but will continue this school year. RINI will continue working with the Institute of Nonviolent Schools to further define the program, opportunities, and alignment with the RINI guiding principles and Pillars of Nursing. An additional cohort of teachers as well as students are expected to be trained and to become leaders in developing cultural humility and promoting positive culture within the school and the greater community.

Although data collection and reporting from 2019-2020 was interrupted, RINI is confident that improvements will result in greater outcomes for the students and for the school. The requested expansion will not impact the charter school goals.

RINI also tracks all metrics on the Charter School Performance Report and the School Report card. See Appendix C for these goals, benchmarks, and outcomes.

Community Need and Support

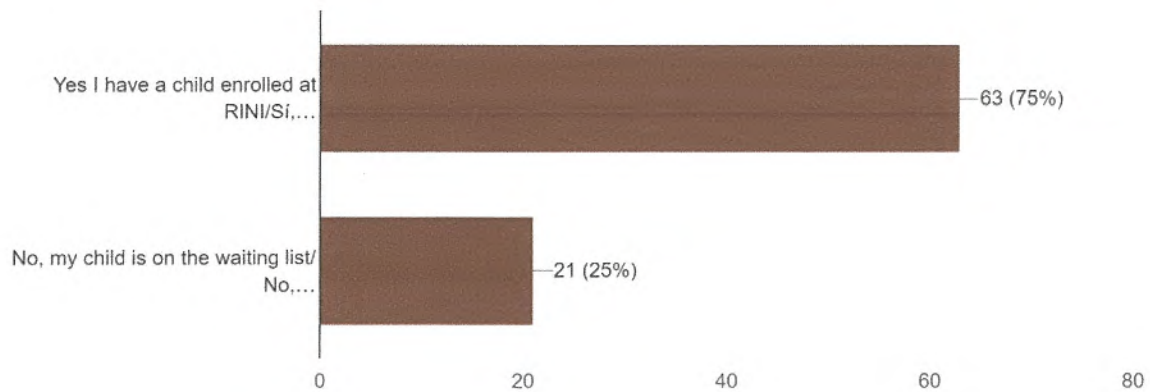
The proposed charter school expansion will support students and families, most of who reside in the urban core cities of Providence, Central Falls and Pawtucket, with a high quality educational option that is aligned to a high-demand and high-wage career. This type of school model does not currently exist in Rhode Island and specifically in Providence high schools, many of which have been identified as in need of Comprehensive Support and Involvement. Providence students who were not chosen in the RINI

lottery most likely would then attend one of these low performing high schools making college enrollment to pursue a nursing career extremely challenging if not entirely unrealistic. According to a report of a review of the Providence Public School District (PPSD) by Johns Hopkins Institute for Education Policy (2019), the district was found to have an exceptionally low level of academic instruction, including a lack of quality curriculum with a great majority of students not learning on, or even near, grade level. RINI students from these communities enter 9th grade performing well below grade level and through our school model are able to master college coursework, earn transferable credits and workforce credentials by 12th grade.

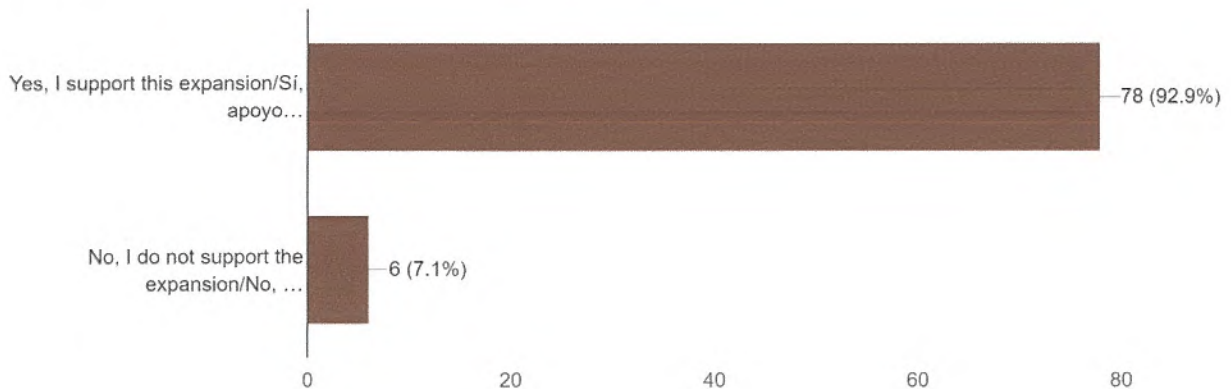
RINI has engaged community members and stakeholders in this proposed expansion plan. Evidenced in Appendix D are letters of support from some of our health care practice partners. As indicated earlier in this application the school was created as a solution to the lack of diversity in race and ethnicity of the Rhode Island nursing workforce and to the projected shortage of registered nurses. Their letters demonstrate that RINI is fulfilling on its mission and that providing more students the opportunity to attend RINI will enhance prepare more diverse nurses for the future nursing workforce.

Parents, both of RINI students and those on the waiting list were asked if they supported this expansion plan. Of the 83 response, 93% were in favor of the expansion of seats to 500.

Do you have a child enrolled at RINI Middle College? /¿Tiene un hijo inscrito en RINI Middle College?
84 responses



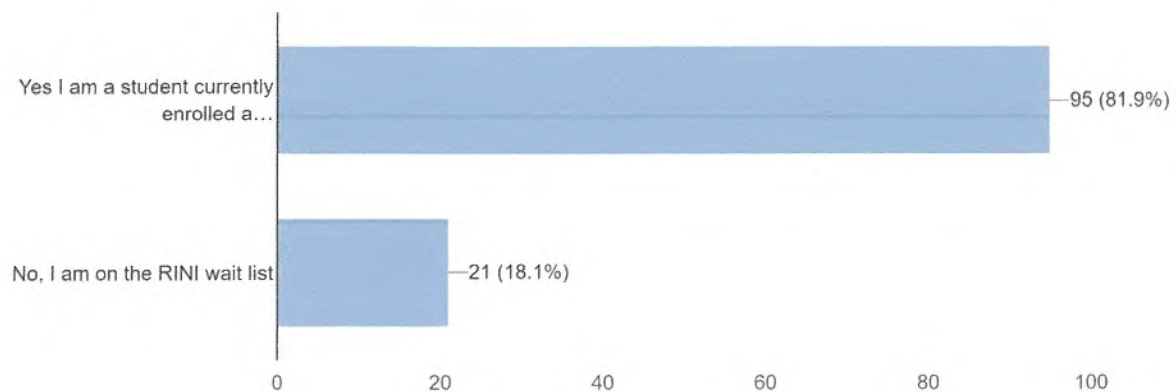
Do you support RINI's plan to provide more students, interested in a career in nursing, the opportunity to attend RINI by increasing enrollment (a total of 500 plazas) durante los próximos años?
84 responses



Current RINI students and students on the waiting list were also surveyed regarding the expansion plan. There were 114 student responses with 86% responding favorably for the expansion.

Are you a student currently enrolled at RINI Middle College?

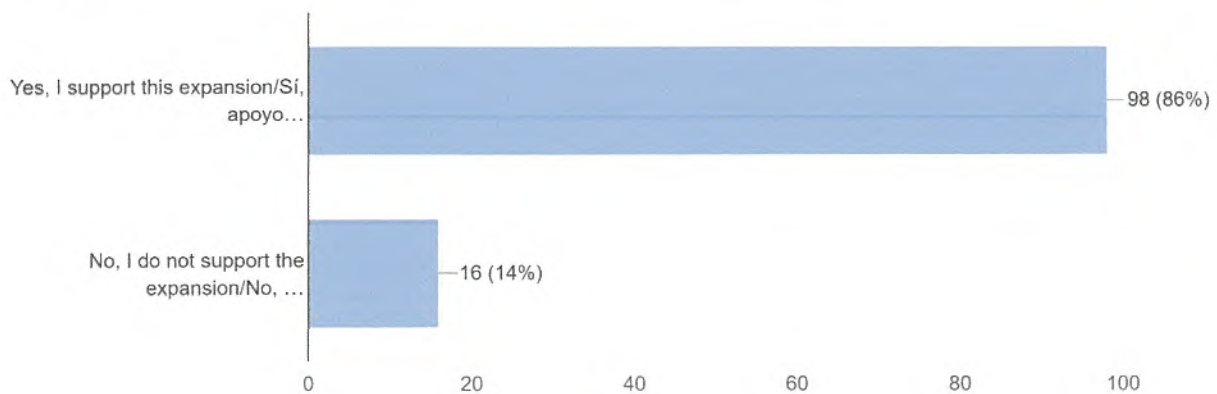
116 responses



** Surveys were in English and Spanish. (See Appendix D)

Do you support RINI's plan to provide more students, interested in a career in nursing, the opportunity to attend RINI by increasing enrollment by 2... seats) over the next few years?

114 responses



Community members are currently involved in the school in many ways. Parents, students, and healthcare industry leaders were recruited and appointed by the RINI Board of Directors to serve on the school's Community Advisory Board (CAB) in 2019. The function of the CAB was to review, evaluate,

and advise on RINI's School Improvement Plan (SIP). The CAB will continue to function in similar capacity as part of the school expansion plan moving forward.

Parents, students, and healthcare industry professionals serve on RINI's School Improvement Team (SIT). The SIT also includes faculty, administrators, and staff, and it works in collaboration with the CAB, oftentimes providing the contextual data for the CAB to review and advise upon.

RINI also hosts a Parent Organization Committee. This organization is solely made up of parents and is staffed by a RINI faculty member. This body elects a President that has a designated seat on the RINI Board of Directors. In addition, RINI has advisory boards for parents/families of special education students, parents/families of MLL students, as well as a school wellness team.

The RINI Board of Directors has designated seats for community members which include the President of the parent organization, nursing leaders, health care employers, representatives of colleges of nursing, and other community members at large. School employees are not part of the governance of this school at the Board level. A governing board with majority of directors from the health care industry was developed intentionally to ensure that the school was authentically aligned with the industry's goals and fulfilling its intended mission.

Partnerships with the health care community are strong and will continue to grow with the expansion of RINI seats. These partnerships provide RINI students authentic work-based learning experiences that often result into summer, weekend, or afterschool employment for students, especially those with certified nursing assistant (CNA) licenses. Employment with these agencies are often long-term because students return each summer after college to resume employment or work part-time while attending college in RI. CNA's are in high demand in RI and RINI students with this credential are highly sought after because of their skills, preparation, and professionalism.

Interpreter services are always available to facilitate full participation and active engagement of community members on these governing and advisory committees. Bi-lingual administrative assistants

translate all English communications into Spanish and consultant services are utilized as needed for translations to other languages.

Educational Program

RINI has a proven track record of preparing educationally and economically disadvantaged students, who are performing well below grade level, for college and career by graduation.

MLL Students-English Language Proficiency, earning 4 stars.

Forty-four percent of RINI's multi-lingual learners (MLL's) met their target for English Proficiency on the 2018 School Report Card. On average, students met 66% of the growth necessary to reach proficiency. Hispanic students and economically disadvantaged students met 66% and 65% respectively, while students with disabilities, although a small percentage met 51% of the growth needed to be proficient.

SAT Proficiency Compared to Enrolling Districts (Charter School Performance Report)

RINI was rated "Does Not Meet Expectations" because the school's percent proficiency in ELA, 20.30 was less than the weighted average of sending districts 28.30 proficiency (with a 4.80 margin of error), and the school's percent proficiency in Math, 6.80 was less than the weighted average of sending districts 14.60 proficiency (with a 3.00 margin of error). The analysis of this rating is described below and indicative that RINI outperforms the majority of sending high schools in the urban core area.

In 2018-2019, RINI enrolled students from 11 different districts and many different high schools, with the majority of students coming from Providence, Pawtucket, and Central Falls. The RIDE school composite score metrics for 3 years, ending in 2019 indicate that RINI outperformed many of the sending schools from the urban core areas. High performing schools such as Classical High School and CTE schools that have admission requirements, are contributing metrics that skew the calculations for district data. When considering the margin of error and when removing these schools, RINI is outperforming most of its sending schools.

Grades served by district	Enrollment	District	School	Graduation (out of 30)	Gap Closure (out of 30)	Proficiency (out of 40)	Composite Score (out of 100)
K-12	district	Providence	Mt. Pleasant High School	10	6	8	24
K-12	CLOSED	Providence	360 High School		8.57	17.14	25.71
K-12	district	Providence	Evolutions High School		8.57	22.86	31.43
K-12	district	Providence	Hope High School	15	6	16	37
K-12	district	Providence	Wm. B. Cooley Sr. High School	15	6	16	37
K-12	district	Providence	Central High School	15	9	16	40
K-12	district	Providence	Dr. Jorge Alvarez High School	20	9	12	41
K-12	district	Providence	E-Cubed Academy	20	9	16	45
K-12	district	Pawtucket	William E. Tolman Sr. High School	20	9	16	45
K-12	district	Central Falls	Central Falls Senior High School	20	9	16	45
9-12	Statewide charter school lottery (K-12)	RI Nurses Institute Middle College	RI Nurses Institute Middle College	20	12	20	52
K-12	district	Pawtucket	Charles E. Shea High School	25	9	20	54
9-12	Statewide application review	Metropolitan Career and Tech	Metropolitan Career and Tech	25	9	20	54
K-12	CLOSED	Providence	Academy for Career Exploration	20	12	24	56
K-12	CTE Admission criteria	Providence	Providence Career and Technical Academy	25	9	24	58

K-12	Providence charter school lottery (K-12)	Times2 Academy	Times2 Academy	20	18	32	70
K-12	Providence charter school lottery (K-12)	Paul Cuffee	Paul Cuffee	30	15	32	77
K-12	Audition and portfolio application of Pawtucket applicants	Pawtucket	Jacqueline M. Walsh School	30	18	32	80
K-12	Academic admission criteria	Providence	Classical High School	30	27	40	97

The urban core comparative high school data described in the previous table, demonstrates the majority of students in these cities are not meeting academic standards unless they are fortunate enough to test into Classical or Jacqueline Walsh schools, or lucky enough to be selected for a charter school lottery or CTE program

College and Career Readiness

These same graduates that scored poorly on SAT proficiency and growth on the (2018-19) School Report Card and The Charter School Annual Performance Report were also the top performing in the state for post-secondary success. Seventy-nine percent (79.3%) of the graduates met the criteria as economically disadvantaged, 78.6% of MLL students graduated, and although the number of students in special education was small, 79.3% of them graduated within 4 years.

- 96% of the class earned at least 3 college credits through dual and concurrent enrollment
- 45% of the graduates earned greater than 12 college credits,
- some earned up to 27 college credits.
- 65% of the graduates in this class earned healthcare workforce credentials.
- 2 graduates earned 31 college credits

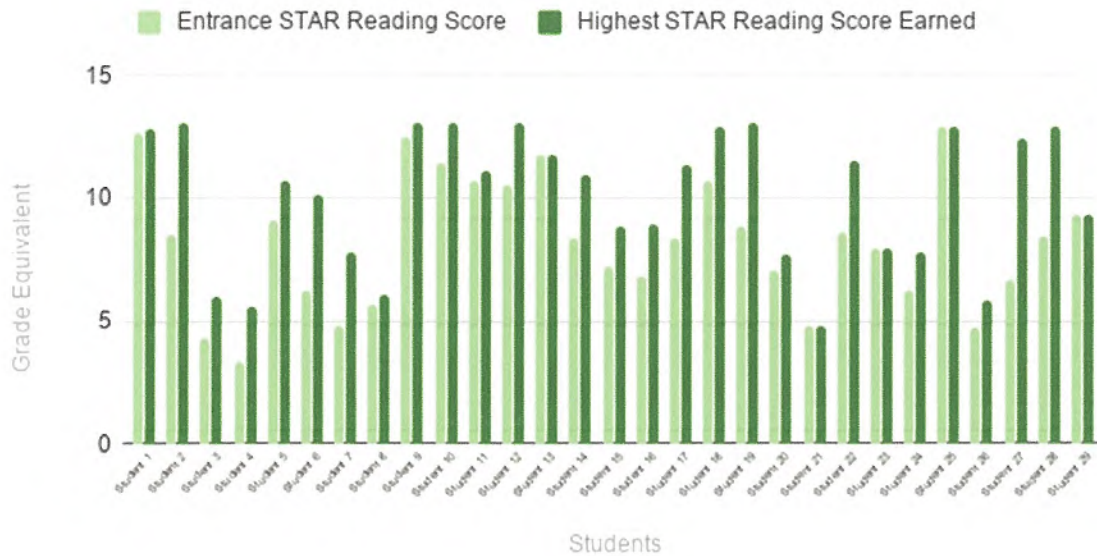
The college courses offered at RINI (below) through dual and concurrent college enrollment are rigorous and pre-requisite courses required for admission into a nursing college major. These credits are all transferable towards a Bachelor of Science degree in nursing.

English Language Arts	Science	Social Studies	World Language	Nursing
CCRI Oral Communications COMM 1100 3 credits	URI Chemistry with Lab CHM103 and CHM 105 4 credits URI Anatomy & Physiology with Lab BIO 220 and BIO 221 4 credits	URI General Psychology PSY 113 3 credits URI Developmental Psychology PSY 232 3 credits	Spanish for Medical Service Personnel I SPAN 1710 3 credits	CCRI Emergency Medical Technician (EMT) FIRE 1130 8 credits

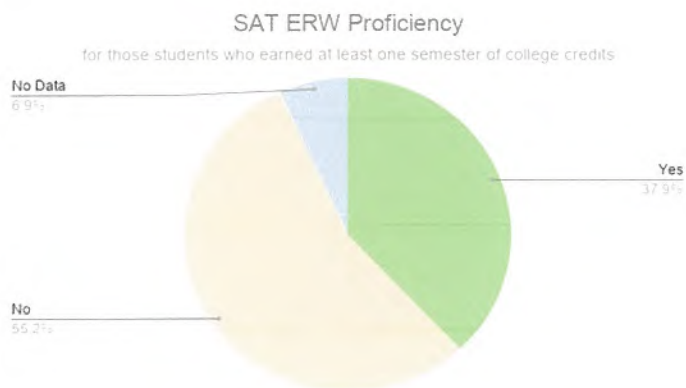
The chart below indicates that the majority of RINI graduates in this class who earned greater than 12 college credits, also achieved significant growth in Reading, but were still far below their grade level. This indicates that college success is not always determined by reading proficiency scores.

STAR Reading Growth for Class of 2018

for those students who earned at least one semester of college credits



In addition, only 37.9% of those same students demonstrated proficiency on the SAT ERW (Evidence-Based Reading and Writing assessment), further demonstrating that college success can be achieved despite lack of proficiency on SAT.





Graduates (2014-2019)

RINI has produced 292 graduates to date, many who would not have graduated from high school if they had remained in their district schools.

According to the National Student Clearinghouse (August, 2020-See Appendix B), from 2014 - 2019, the average percent of students who entered college within the first year after graduation from RINI is 73%, with little variability over the years. The average jumps to 78% of students who enrolled in college within 2 years. Majority of students are enrolling in 4-year institutions. Freshmen to sophomore persistence for this time period averages 77%. Data also indicates that RINI graduates do not always take a straight path to college degrees and enter college after a few years or return after a stop out.

- 50% of RINI graduates enrolled in college to pursue a nursing major with 19% staying in college but changing their major.
- RINI has had 17 college graduates to date, 7 who completed a nursing or healthcare major and 2 additional who began in that major but changed paths.
- 48% of all RINI graduates are still in the college pipeline.
- 39% of RINI graduates are currently working in healthcare.

As of September 2020, 143 RINI graduates (48%) hold active licenses in Rhode Island (16% have expired licenses).

- 118 CNAs
- 5 EMTs
- 12 Medication Assistants
- 2 Licensed Practical Nurses
- 6 Registered Nurses
- 28% of graduates work in health care while attending college
- 10 RINI graduates sought emergency temporary licenses or permits allowing them to work in health care during the pandemic.

The following indicators contribute to RINI's ability to meet academic goals:

- RINI is ranked #1 statewide in Post-Secondary Success
- RINI has set clear goals aligned to academic program, the school's mission, and to students' mastery of Common Core standards, NGSS standards, Social Studies GSE's, Health Education Standards, SEL standards, and Visual Arts standards.
- The transition to standards-based grading, rigorous grade level and culturally relevant curriculum aligned to nursing and healthcare college and career readiness ensures that students are college and career ready.
- College and Career Readiness courses are required at all grade levels with an aligned curriculum that supports social emotional growth and age appropriate personal development, college awareness and agility, nursing and healthcare topics, executive functioning (academic and workforce "soft skills", as well as the RINI Pillars of Nursing (scholarship, character, compassion and empathy, and professionalism)

Performance data described above indicates that RINI will sustain its track record of high performance throughout the proposed expansion.

- Most importantly is the commitment and alignment to the nursing profession that drives the work. The RINI Board of Directors is comprised of RI leaders in nursing and they are charged with ensuring successful attainment of the mission of the school and the addition of RINI graduates to diversify the nursing workforce of the future.
 - RINI maintains clarity of mission and the profession demands the need for competence in its workforce. RINI cannot and will not compromise the education of students.
 - Induction and Professional Development of educators ensures that all RINI faculty are prepared, committed, and productive in their work as they engage students in learning.
 - Intentional hiring of diverse educators with academic expertise and a growth mindset ensures that students have the best possible learning experience that will prepare them for college and career.
 - Facilitated and supported collaboration and professional learning communities via a distributive leadership model ensures that there is accountability, responsibility, and a system to support faculty in meeting the school's mission and the needs of the students.
 - Supportive educator evaluation using Whetstone management system allows for ease of oversight and data-driven decisions.
 - Ongoing leadership and professional development and organizational alignment to priorities and best practices ensures pertinent and up-to-date pedagogy and practices are utilized by leadership and faculty in support of the mission of the school and the learning outcomes of the students.
- An analysis of reading and math proficiency data from state assessments, as well as progress from internal assessment data has been provided previously in this application.
- State assessment (SAT) data was interrupted by pandemic and the 2019-2020 school year progress cannot be quantified at this time.
 - College success and workforce data is formidable and may be more indicative of RINI's program success.

- RINI's program entry data (STAR reading and Math) indicates significant deficiencies in reading and math for the majority of students. Although such challenges and potential barriers exist, RINI has demonstrated significant success in high school graduation, college course completion, college persistence, workforce credentials, and workforce employment.

RINI is not a part of a national charter management organization and therefore does not have a track record elsewhere.

Specific practices of RINI have enabled it to sustain high academic achievement and will be kept intact and/or strengthened for all students as it expands. The school's guiding principles, pedagogy, and other practices have yielded strong student outcomes and will not change.

- RINI maintains an unyielding adherence to the school's mission and vision of producing a diverse nursing workforce of the future.
- RINI focuses on alignment to nursing and healthcare in everything we do.
- RINI takes a holistic approach to meeting the needs of all students and provides supports at every level of care.
- Relationships and high expectations, along with the development of growth mindset and self-efficacy are paramount to the success of this educational model.

The school will continue to implement and build upon these practices with all new and existing students by utilizing the following practices:

- Recruitment and retention of diverse, highly educated, competent, caring and committed faculty and staff.
- Distributed leadership model to support the school goals, the students, and the faculty in meeting the mission and vision.
- Clarity of roles and expectations for all faculty and staff and the creation and monitoring of goal setting and success parameters that are aligned to the evaluation system and managed through the Whetstone platform.

- Extensive an intentional induction, coaching, evaluation and support plans, implementation, and monitoring.
- No excuses mindset, whatever it takes approach.

The proposed expansion will affect the following:

Guiding Principles

RINI does not expect any changes to the set of core beliefs and values that forms the basis for the rest of the program, including the pedagogical approach, curriculum decisions, assessment practices, school culture, and academic and organizational goal-setting. The principles currently in use are informed by research, experience, and proven practice. RINI has worked with UPD consultants to ensure that the most current and effective practices are in place. Much of the school improvement work and goal setting was based on “The Opportunity Myth” (<https://tntp.org/publications/view/student-experiences/the-opportunity-myth>) published by TNTP, a leader in contemporary equitable educational research.

Curriculum was selected based on edreports rated green materials only and with cultural humility and educational equity in mind. Standards-based grading is also an equity approach and an effort to authentically assess and report on what students actually know and have learned. This is essential for college success and preparation for a career in nursing and/or healthcare.

Curriculum and Coursework

The table below includes all the academic subjects and coursework offered at RINI.

	Math	ELA	Science	Social Studies	World Language	Nursing	College and Career Success	Art
12th	Calculus	<i>College Course:</i> CCRI Oral Communications	<i>College Courses:</i> URI Chemistry RINI Advanced Chemistry URI Anatomy & Physiology I with Lab	<i>College Courses:</i> URI General Psychology URI Developmental Psychology	SPAN 1710 - Spanish for Medical Service Personnel I	<i>College Course:</i> CCRI EMT or CPCT 2 (Certified Patient Care Technician)	Nursing Research	Anatomical Art Physiological Art
11th	Geometry / Pre-Calculus	ELA 11/ URI Writing	Anatomy	US History	(student choice of) World Language 1 / World Language 2	CNA / Internship	College Success 11 (fall)	
10th	Algebra II*	ELA 10*	Biology / Chemistry	World History		Nursing careers / Medical Administrative Assistant (CPCT 1)	College Success 10 (spring)	
9th	Algebra I*	ELA 9*	Natural Science*			Health 9*	College Success 9 / Computer Applications*	

*Year-long Classes

The course of study and curriculum are fully aligned and specific to the nursing and healthcare mission of the school. It includes:

- High school courses aligned to college pathway for nursing students.
- Integrated nursing themes and topics into all courses.
- College courses aligned with nursing programs at colleges and universities in RI.
- Authentic workforce experience.
- Mentoring, college and career readiness and social emotional learning.
- Holistic approach with extensive student supports.

The school will manage the development, evaluation, and refinement of curriculum over time through the following:

- Distributive leadership with responsibility for specific success parameter and outcomes.
- Continued work with UPD consultants and Agile Minds math program experts as well as American Reading Company trainers and experts.
- Data-driven goals aligned with strategies and benchmarks intended to meet student outcome goals.

Learning Environment and Pedagogy

Since the proposed expansion merely adds additional students to the existing structure of the organization and no new grade levels, RINI's learning environment and pedagogy will continue to ensure that the academic program is accessible and appropriate for all students at all levels.

Recent and continued programmatic efforts that address diverse learners include:

- The retention of a new Special Education Director who is contracted to be on site daily and available to support the teachers, students, and families. In addition, we have retained an ELL/MLL consultant administrator to ensure that Multi-lingual Learners have equal access and the support and assistance needed to successfully complete the NCCP program as well as college and nursing career goals. RINI recognizes that to fulfill its mission to diversify the nursing workforce, cultural and linguistic barriers must be eliminated.
- RINI also facilitates the ESL teacher certification for faculty who wish to expand their capacity, and this will continue to be encouraged and supported.
- Intentional hiring of diverse faculty and staff continues to be important and a priority for RINI. RINI recognizes that students fare better when they are valued, understood, and allowed to be heard. Although RINI teaches, models, and expects cultural humility, trusting relationships with adult role models who are culturally similar to the adolescents served improves and supports a diverse community and the mission of the school.

- Full implementation of standards-based grading ensures mastery of content, clarity of expectations, and equity in assessment of student learning.
- Intervention/enrichments plans for all students are created and aligned with student data. The new schedule supports scheduled interventions for students.

Specific Populations

The section above describes the ways that RINI ensures an optimal learning environment for a diverse community. Data collected, shared, and used to identify and serve struggling students; multilingual learners; differently-abled students; and gifted or advanced students.

- All assessment data is housed in Skyward and available to faculty members. Information is confidential and available only for students who are on the current rosters of each faculty member. Specific colored indicators are used to quickly identify students with special needs and/or plans.
- Intentional grouping of students based on formative assessment and other indicators to ensure that all students can participate, collaborate, and learn at their zone of proximal development.
- Intervention are plans aligned with student data and created by a team including faculty, student, family, and academic support specialists. Specific distinct intervention times are scheduled as needed. Students with 504 or IEP plans are serviced in accordance with their individual needs and focused on data-driven SMART goals.
- The Sheltered Instruction Observation Protocol (SIOP) was developed to make content material more comprehensible to Multi-Lingual Learners. RINI uses the SIOP model to support students and to improve accessibility to the NCCP pathway.
- Described earlier and in supporting documents, the professional development, coaching model, and educator evaluation plans support differentiated instruction for all learners.

- Individual Learning Plans are utilized for all students and are an important component of the College and Career Readiness classes. Additionally, students who are determined to be below grade level may have a personal reading plan (PLP), or a personal math plan (PMP) as well.

Assessment System

RINI's Comprehensive Assessment System will not change with the proposed expansion, as there are no new grade levels being added. The pandemic response's emergency remote learning situation inspired some additional assessment tools and the need for more engagement with the use of explicit data and necessity of growth mindset.

- GoFormative has been used extensively and has been transformational to data-driven, standards-based instruction.
- Data discussions with explicit planning, teaching, around growth mindset and learning with STAR reading and math formative assessments.

RINI Comprehensive Assessment System

Balanced Assessment System Framework

	Classroom Assessments		Common Formative Assessments	Benchmark Assessments	External Summative Assessments
Examples of Practice	Worksheets, clickers, whiteboards, exit slips, conferences	Final exams, final projects	Tasks assessed with rubrics, short quizzes, common worksheets, clickers	Quarterly tests or performances, writing samples, lab reports	State tests and SAT, Accuplacer, HESI
Formative or Summative	Very formative	More summative	Very formative	More summative	Summative
Frequency	Daily (frequent, ongoing)	1 per unit (at minimum)	Periodic (pre and post)	Quarterly (at minimum)	Annual (or longer)
Responsibility	Classroom teachers	Classroom teachers	Collaborative teams (department PLC)	Collaborative teams (department PLC)	External experts
Purpose	Descriptive feedback (immediate feedback)	Mastery feedback (to determine mastery of standards, to assign a grade)	Diagnostic feedback (to determine if students have learned the material and how to respond)	Diagnostic feedback (to assess curriculum, instructional strategies, and pacing)	Accountability (to determine whether curriculum, instructional strategies and pacing were appropriate)
Follow up	Reteaching and regrouping	Systematic interventions	Reteaching and regrouping, systematic interventions	Reteaching and regrouping, systematic interventions	Accountability

Adapted from Common Formative Assessment ©2012, 2007; Solution

Tree Press

RINI Assessments

Name of Assessment	Category of Assessment	Purpose and Use of Data	Scoring Procedures	Implementation Schedule	Accommodations/ Modifications
GoFormative	Formative	Monitoring of progress and proficiency towards mastery of standards	Scored by computer but with ability to provide written feedback and adjustments	All grades, consistently used, especially in a digital environment with remote learning	These assessments are intended to be differentiated to meet the needs of all learners.
PSAT	Formative	*Individual Learning Plans and student information *Part of overall assessment of student, used when discrepancies exist in other data or if additional parameters are needed	Scored by publisher	grade 9 and state mandated grade 10 currently	per test, per IEP, 504
SAT	Summative	*Student use as determinant of college readiness and as required by colleges *School-wide program assessment *State accountability	Scored by publisher	grade 11 state mandated and grade 12 currently students register individually	per test, per IEP, 504
Accuplacer	Formative and Summative	*Student use as determinant of college readiness and as required by colleges *School-wide program assessment	Scored by publisher	grade 12, 2 test administrations (spring, fall)	per test, per IEP, 504
WIDA ACCESS	Formative	*Partial determinant of PLP needs *Partial guide to grouping *Guide to instruction and differentiation needs *Guide to literacy supports needs *Partial measure of English language growth and as comparison with national norms	Computer scores generated by publisher	grades 9-12 English Language Learners	per test, per IEP, 504

Renaissance STAR Reading	Formative and Interim	*Partial determinant of PLP needs *Partial guide to grouping *Guide to instruction and differentiation needs *Guide to literacy and numeracy supports needs *Partial measure of reading growth and as comparison with national norms	Computer scores generated by publisher	grades 9-12 (at least 3 times per year and/or as needed)	per test, per IEP, 504
Renaissance STAR Mathematics	Formative and Interim	*Partial determinant of PLP needs *Partial guide to grouping *Guide to instruction and differentiation needs *Guide to literacy and numeracy supports needs *Partial measure of reading growth and as comparison with national norms	Computer scores generated by publisher	grades 9-12 (at least 3 times per year and/or as needed)	per test, per IEP, 504
CPR	Summative written and Summative practical skills	*Determination of standards proficiency, eligibility for certification	Instructor evaluation	students assigned to Health classes	none, industry certification standards apply
First Aid	Summative written and Summative practical skills	*Determination of standards proficiency, eligibility for certification	Instructor evaluation	students assigned to Health classes	none, industry certification standards apply
CNA	Summative written and Summative practical skills	*Determination of standards proficiency, eligibility for state licensure	Written assessment evaluated by test publisher, Skills assessment evaluated by external evaluators	students completed CNA course	none, state licensure standards apply
HESI	Formative and Summative	*Student use as determinant of college nursing program readiness and admission and as required by colleges *School-wide program assessment	Scored by publisher	grade 12, as required by colleges	per test, per IEP, 504

Woodcock Johnson, other specific tests	Formative and Summative	*As needed per RTI, IEP	Scored according to publisher guidelines	as needed	per test, per IEP, 504
PBGR paper, presentation, portfolio	Summative	*Graduation requirement *Evaluation of academic program	Scored according to PBGR rubrics, by committee	grade 12 students	per IEP, 504, per teacher/department/discretion
Classroom Assessment - Final Exams	Summative	*Determination of standards proficiency/mastery *Partial determination of high school credit	Teacher/ Department scored according to standards, rubrics	all students	per IEP, 504, per teacher/department discretion
Classroom Assessment - Midterm Exams	Formative	*Determination of standards proficiency/mastery *Determination of interventions/ supports needed	Teacher/ Department scored according to standards, rubrics	all students	per IEP, 504, per teacher/department/curriculum coordinator discretion
Classroom Assessment - Quizzes	Formative	*Determination of standards proficiency/mastery *Evaluation of curriculum, instruction, pacing *Determination of differentiation needs *Determination of supports needed	Teacher/ Department scored according to standards, rubrics	all students	per IEP, 504, per teacher/department/discretion
Classroom Assessment - Tests, Benchmarks	Summative	*Determination of standards proficiency/mastery	Teacher/ Department scored according to standards, rubrics	all grades, 2 per course, per semester	per IEP, 504, per teacher/department/discretion
Classroom Assessment - Performance Based	Formative and Summative	*Determination of standards proficiency/mastery *Evaluation of curriculum, instruction, pacing *Determination of differentiation needs *Determination of supports needed	Teacher/ Department scored according to standards, rubrics	all students	per IEP, 504, per teacher/department/discretion

Classroom Assessment - Informal (internet gaming, whiteboards, entry tickets, exit tickets, discussions, group work, student work, student feedback, surveys, etc.)	Interim	*Determination of standards proficiency/mastery *Evaluation of curriculum, instruction, pacing *Determination of curriculum, instruction, pacing modification *Determination of differentiation needs *Determination of supports needed	Teacher evaluation	all students	per IEP, 504, per teacher/department/discretion
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Promotion and Graduation Policy

No changes are expected to RINI's Diploma Plan as a result of the proposed expansion because no new grade levels are being added.

Rhode Island Nurses Institute Middle College Diploma Plan

- Supports multiple viable pathways toward a high school diploma including career education and blended or online learning.
- Provides each student with individual learning plans and a personalized learning environment to help them succeed.
- Provides multiple opportunities and measures for students to demonstrate proficiency and graduation readiness.
- Promotes an aligned system of state and local policies.

Core Components:

- Comprehensive Counseling
- Individual Learning Plan (ILP)
- Personal Literacy Plan (PLP)
- Early Warning System (EWS)
- Performance Based Graduation Requirements

Graduation requirements beginning academic year 2017-2018 (class of 2021)

Minimum 22 high school credits

- “ 4 College Prep Mathematics credits (Algebra I, Geometry, Algebra II, Pre-Calculus)
- “ 4 English/Language Arts credits
- “ 4 Laboratory Science credits (natural science, biology, chemistry, human anatomy)
- “ 3 Social Science credits
- 2 World Language credits (consecutive)
- 1 Health and Nutrition credit (Physical Education exempt)
- 2 additional Nursing credits
- 1 PBGR course credit
- “ 1 Arts Credit (The Art of Health and Medicine)
- 1 dual/concurrent enrollment college course earning 3 college credits (also counted as 1 high school course)
- 1 Workforce Certificate
- Internship Credit
- “ Senior Project, Research Paper and Presentation
- “ Portfolio (ILP and 2 Benchmarks per high school course at RINI)
- 20 Community Service hours per year (80 hours total)

Diploma Designations:

- Commissioner’s Seal is to certify that a student is proficient in high school standards-aligned English Language Arts and Mathematics content, as confirmed by external evidence. A student must meet the established performance standard (or benchmark) on both English Language Arts and Mathematics approved assessments.

The current list of approved Commissioner's Seal assessments and performance standards are:

Assessment Name	Assessment Content Area	Performance Standard
PSAT Reading and Writing	English Language Arts	430
PSAT Mathematics	Mathematics	480
SAT Reading and Writing	English Language Arts	480
SAT Mathematics	Mathematics	530

- RI Seal of Biliteracy is to acknowledge students who can demonstrate proficiency in English and one or more other world languages. The language may be a student's native language, or a language learned in school or another setting. The Seal highlights individuals with multilingual and multicultural competence to potential employers and provides universities with a method of identifying and giving credit to applicants with high levels of proficiency.

Completion of all required ELA courses (4) with an overall GPA 2.5 for those courses

Achieving proficiency level on state ELA summative assessment (SAT) in grade 11

Proficiency in one or more languages in addition to English demonstrated through valid test and/or completion of three courses in a language other than English with an overall GPA 2.5 for those courses

- Nursing College Career Preparation Program (NCCPP) Seal is awarded to all RINI students who have met the graduation criteria. This designation certifies that students have participated in an integrated healthcare provider high school experience and have achieved competency levels and workforce preparedness focused on the healthcare industry.

Graduation Criteria:

1. RINI students must complete all the requirements for graduation in accordance with the RINI graduation requirements.
2. RINI students who have not fulfilled all the graduation requirements by the last day of final exams will not be allowed to participate in senior activities and/or graduation ceremonies.
3. RINI students who have not fulfilled all the graduation requirements by the last day of final exams but do complete later will be presented a RINI diploma once RINI graduation requirements are met.
4. RINI students who are enrolled in alternative educational plans will be allowed to participate in graduation ceremonies if they have fulfilled all the graduation requirements by the last day of final exams.
5. RINI students who are enrolled in alternative educational plans and do not participate in graduation ceremonies will be presented a RINI diploma once RINI graduation requirements are met.
6. RINI students who are not in good standing with the RINI community due to failure to comply with school policies will not be allowed to participate in senior activities and/or graduation ceremonies. This is at the discretion of the RINI administration.

School Culture

RINI continues to innovate and adopt strategies to foster and maintain a healthy school culture in response to student and community needs.

- RINI hired a director to engage in this role. The Director of School Culture and Community is a key member of the school's leadership team who leads the team's efforts to actively support students, families, and staff members as part of building and maintaining a positive school culture.

- The Director of School Culture and Community provides proactive leadership to engage all stakeholders in the delivery of programs and services to support the students' academic achievement, personal and social development. She is responsible for leading the development and implementation of RINI's school culture, ensuring that the school is a safe and caring environment for students and staff where all members of the community can learn, grow, and thrive. This includes building a "culture of learning" anchored in opportunities for all school staff and students to experience self-actualization, achievement, teamwork, affiliation, and growth in alignment with the RINI Pillars of Nursing.
- The Director of School Culture and Community is responsible for supervising the student support team (counselors, nurse, social worker, and school adjustment coordinator), administrative staff, and grade-level chairs to ensure best-practices are used in all areas of student support. The Student support team is responsible for improving and enacting cohesive school structures and practices for disciplinary referrals, attendance, truancy, behavior monitoring plans, advising, and wrap-around supports.
- Family engagement efforts include weekly or bi-weekly parent forums, Parent representatives on RINI Board of Directors and committees, ongoing communication through weekly family updates and newsletters, parent conferences, and the parent organization.
- RINI utilizes a comprehensive attendance monitoring system and is in regular communication with students and families. Wrap around supports are provided as needed.
- The addition of a second cohort of 9th grade students is supported by the strong planning and supportive processes that are in place to ensure student success. The student support team provides wrap-around services to students and families as needed.
- RINI has contracted with Inner You Counseling Center to provide additional mental health supports for students, families, and faculty who may need it.

- A spiraled curriculum for College and Career Readiness classes for all grades supports students at multiple levels and with life skills and learning that are not part of the core curriculum. Additionally, these classes include lessons specifically designed and targeted for students who may not have the support or exposure at home to college information and to workplace skills and expectations.
- RINI provides additional supports for the grade 9 students as they transition to high school and to the rigorous nursing and college prep curriculum that RINI's has. The College and Career Readiness class for this grade is robust and includes social emotional learning, as well as socialization and orientation activities. The team structure ensures that these students are monitored and supported as they manage the transitional school year.

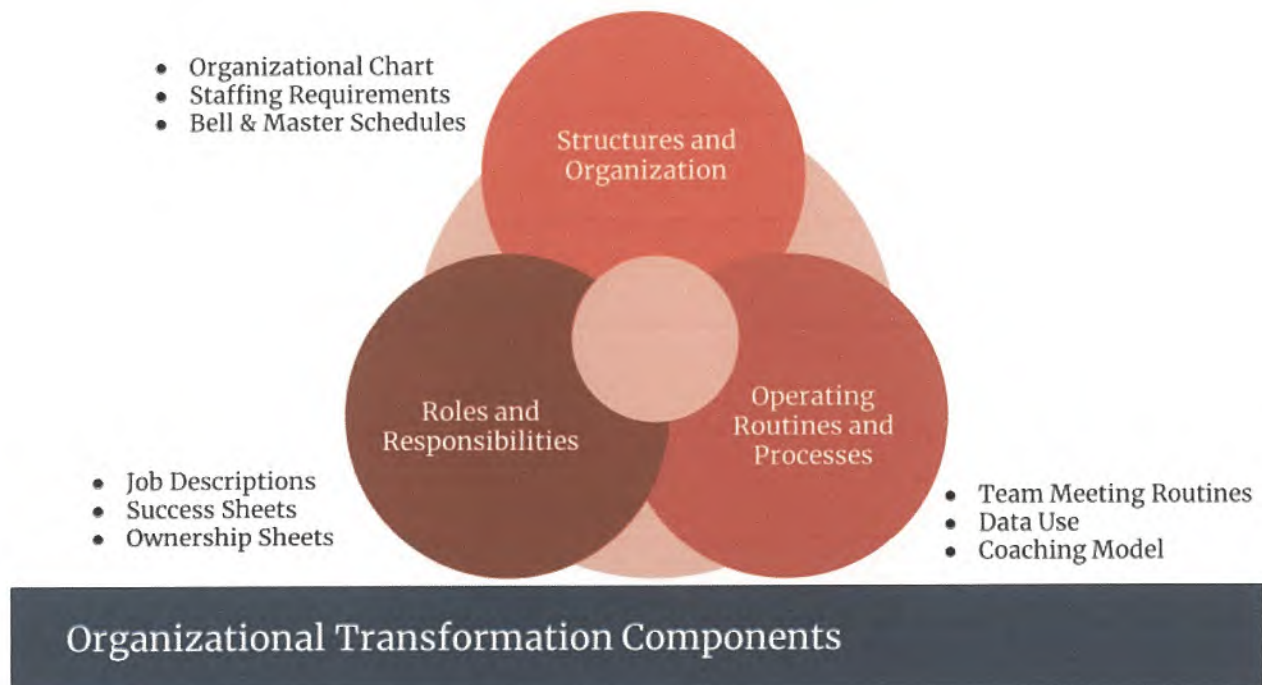
Organization Capacity

RINI engaged Urban Policy Development (UPD) Consulting in early 2020 to analyze and assess if the current organizational structure, processes, job roles, and responsibilities supported RINI in successfully meeting its school specific academic, organizational, and expansion goals. Staff and administration fully participated and engaged in this process. UPD consulting, upon completion of their review, presented their recommendations to the RINI Board of Directors at their June 2020 meeting. The Board voted to approve the recommendations and approved UPD to facilitate implementation. The recommendations included.

- A new organizational chart
- Additional staffing requirements needed
- Revised bell & master schedules
- Job descriptions for the new key leadership (director) roles
- Clearly defined success sheets and ownership sheets for all academic leaders (directors, academic chairs, and grade team leads)
- Team meeting routines

- Data use
- Coaching model

Below is the graphic that was presented to the Board to describe how structure and organization, clearly defined roles and responsibilities, and evidenced based operating routines would better position RINI as an organization to deliver on the mission and meet all school goals while expanding.



Key Personnel Changes for Expansion

- The current School Improvement Coordinator position transitioned into the Director of Teaching & Learning.
- The position of Dean of Students was eliminated, and a Director of Culture & Community was hired.
- A position of Director of Nursing was created and will be hired prior to year 1 of expansion.
- A new Instructional Coach position was created and will be hired this year.

- A new STEAMM Coordinator position (.75) was created and the current science department chair has transitioned into that role.
- Academic department chairs for all departments were named, as well as grade level team leaders.
- There are no changes in the leadership staff now and in the expansion plan

Recruitment Policies

RINI will continue to follow its recruitment policies that include intentional hiring of diverse faculty and staff as a priority. RINI recognizes that students fare better when they are valued, understood, and allowed to be heard. Although RINI teaches, models, and expects cultural humility, trusting relationships with adult role models who are culturally similar to the adolescents served improves and supports a diverse community and the mission of the school.

The documents listed below (found in Appendix E) describe the manner in which RINI faculty and staff are supported and held accountable, as well as how the mission of the school is carried out by the instructional team.

- Instructional Leadership and Talent Development Model
- Instructional Leadership Action Plan
- Talent Development Timeline and Milestones 2020-2021

Governing Board

There are no changes proposed to the governing board in relation to this expansion proposal.

Organizational Charts

Please see Appendix F for organizational charts

- 1) for the current year, 2020-2021
- 2) for year one of expansion, 2021-2022
- 3) at full scale of 500 seats, 2024-2025

This expansion plan does not propose to contract with a management organization and will continue to function as an independent state-wide school.

Parents/Guardians Welcome

The school is also committed to creating a welcoming environment where successful parent and family involvement can flourish and that is aligned with school improvement plan goal 3, culture and community.

As part of this plan, RINI will continue to examine internal structures, staff alignment, staff development, communications, programs, and resources to sustain effective parent and family involvement. RINI is committed to assisting parents/guardians in understanding the topics of state and federal academic standards, mastery-based grading, and state and school level formative and summative assessments, in monitoring student progress and in working together to improve student achievement. To do so, the school provides:

- A centralized Parent Helpdesk (401-680-4900) and email info@rinimc.org, where parents and families can ask questions, provide feedback and have concerns addressed. This helpdesk is manned by a bilingual administrative assistant.
- Comprehensive website with easy access to school and program information.
- Timely information about programs through emails, newsletters, and updates published in in English and Spanish, and available in other languages.
- Weekly parent forums in which information is shared and questions are answered, both in English and Spanish.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

- Frequent reports to parents on their student progress; family access to the Skyward School Information System (SIS).
- Access to resources, materials, and training to improve their children's achievement, such as math, literacy technology, nursing/healthcare and college/career readiness.
- Reasonable access to school staff, including accommodations for working parents, (faculty/staff emails, phone messages, family meetings).
- Translation services as needed and as available.
- Parent-teacher conferences are held at least twice per year, with parents and families given several time options to accommodate schedules. Adequate time is allotted to discuss student progress and follow-up meetings are scheduled as needed
- Opportunities to volunteer and participate in their children's school and at home.
- Opportunities to observe and participate in classroom activities.
- If requested by parents, the opportunity for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
- Arrangements for school meetings, in-home conferences, or virtual meetings between staff and parents who are unable to attend conferences at school in order to maximize parental and family involvement and participation.
- Investment of federal, state, and local dollars to strengthen and sustain parent and family involvement activities such as paying reasonable and necessary expenses, including transportation and child care costs, to enable parents and families to participate in school-related meetings and training sessions.

Parent/Guardian Involvement

At RINI Middle College, our goal is to help parents and families become full partners in their children's educational experience through a variety of opportunities. This includes but is not limited to, having the opportunity to be active partners on committees (School Improvement Team, school event planning), Community Advisory Board, Parent Organization, Board of Directors, Senior Project Evaluators, focus groups, workshops and trainings and being involved in the development, review and enforcement of the School Improvement Plan.

RINI holds regular events/forums that all students' parents and families are invited and encouraged to attend. The purpose of these meetings is to inform parents and families of school policies and procedures, Title I expectations and regulations, and the rights and opportunities for involvement at home, at school throughout the school year, and other important and to share other pertinent information and to be available for parent feedback and questions. RINI Middle College will offer a flexible number of meetings throughout the school year to accommodate parents' schedules, and may provide transportation, childcare, home visits, or other services related to parental and family involvement.

Parent/Student Satisfaction

It is critical that students and parents are satisfied with the academic and nursing workforce program offered at RINI. In addition to the statewide annual SurveyWorks survey that RINI encourages all to complete, RINI implements the following strategies,

- RINI specific satisfaction survey sent via survey monkey to students and families/guardians at least twice per year. Results are tabulated and acted on, depending on the issue, by school administration or staff, or by the school improvement committee with discussion and recommendations to the school leadership or if needed, to the Board of Directors.

- Weekly newsletters and updates that provide phone numbers and emails for school administrators, social worker, school nurse, guidance counselors, or other staff members, as needed and as appropriate.
- Zoom meetings held at least bi-weekly by the Director of Culture and Community for parents and students. This began this past summer and has been well received with requests to continue through the year.

Facilities

Expansion Impact on Current Space

RINI is located at 150 Washington Street in Providence, RI. The building is ideally located within walking distance of the University of Rhode Island Providence campus where students take college courses and to public transportation at Kennedy Plaza for travel to Rhode Island College, Community College of Rhode Island, and health care practice partners in the community for work-based learning experiences. There is vacant space on the 2nd floor that will house the additional students in the first phase of the expansion in 2021-2022; RINI currently operates on the 3rd and 4th floors of the building. By year two of the expansion, RINI will pursue one of the following strategies:

1. renovation of the 2nd, 3rd and 4th floors of the current building to maximize square footage and create new spaces, including a larger cafeteria. There is ample opportunity and space to further customize the current location for our school model and mission.
2. lease an adjacent building from our current landlord to house specific grades or content areas (Nursing building-nursing lab, health classes, anatomy lab)
3. move the entire school into a leased building or RINI owned building located in Providence.

The timing of the expansion proposal decision coincides with our current lease agreement. We can extend, end, or renegotiate the lease mid-term. We have an excellent rapport with our building owner and discussions have already occurred, confirming that he would be willing to assist or facilitate our

needs in all three scenarios since he owns a significant amount of real estate in the Providence downtown area.

No other significant operational adjustments would be required to fulfill the requested expansion.

Operations

There are no changes in school operations because of the proposed expansion plan.

- RINI food service will continue to be managed by Sodexo corporation.
- RIPTA bus passes will be purchased for student transportation to and from school. This has been our practice since the school's inception, and it meets most students' needs. The school is within walking distance of Kennedy Plaza.

Finance and Budget

5-year Budget Projection (See Appendix G)

RINI has created a realistic budget projection for the next five years that will guide the school through the initial expansion period while maintaining sound fiscal metrics. By enrolling two cohorts of 9th graders each year, RINI will scaffold the expansion over the next four years, easing the budget burden on any one year. The State and local aid will be assumed to stay level funded on a per pupil basis throughout the initial five-year projection to maintain a conservative approach to revenue. Additionally, it will be assumed that the demographics of the enrolled population remain the same, thus allowing the projection of Federal formula funds to follow the same increase on a per pupil basis that is currently seen. In reviewing the wait lists for the previous three years, the waitlist demographics matched the current enrolled student demographics which supports this assumption.

While there are no new and unique expenditure changes that will occur from the expansion, the two largest increases will be seen in personnel and facilities expenses. Due to the expansion of the 9th grade from one to two cohorts, an additional cohort of five teachers will be needed in FY 2021-2022. In

FY 2022-2023 another cohort of five core instructional teachers will be hired for the 10th grade. Due to the internal reorganization that occurred in FY21, there will be limited additional FTEs required beyond these new teacher cohorts for 9th and 10th grade as the new organizational structure supports the expansion. The exceptions will be a full time ELL teacher and a Special Education teacher in FY 2023-2024 as we near the new expansion capacity. Once at the new enrollment capacity in FY 2024 -2025, a part time Admissions Coordinator as well as a part time Grant Writer to support ongoing operations would be added.

Facilities is the second largest expense that will see an increase due to the expansion. As previously stated, there is additional space in the current facility to house the first year of expansion. After this first year there will be an opportunity to make a strategic shift regarding facility needs, whether that is renovating the current space, leasing a new facility in addition to it, or a combination of both. To account for the facility expenditure, the projected budget includes the market rate for leasing in downtown Providence on a per square foot basis utilizing the current rate being paid on the lease with a 3% annual escalator.

All financial performance indicators, as well as all financial management indicators, were rated “Meets Expectations” as of the final 2018-2019 Performance Dashboard as well as all internally tracked metrics for 2019-2020.

There have been no compliance violations leading to any authorizer intervention.

There is no litigation involving RINI.

There are no material audit findings noted in previous audits.

Charter School Program Grant: Intent to Apply

RINI Middle intends to apply for a Charter School Program Grant (CSP) for the planning and implementation of this expansion request

Mission: The mission of RINI Middle College is “to prepare a diverse group of students to become the highly educated and professional nursing workforce of the future.

Target population: RINI serves statewide, but our enrollment, recruitment, and mission focus on students from the urban core. Our current efforts have proven successful in meeting this target population.

The CSP grant need is to support the following activities required to successfully prepare and operate an expansion of the school that fulfills the mission and school academic goals. All activities listed (below) are the school’s priorities during the planning and implementation

- Professional and leadership development for academic leaders and classroom faculty
- Hiring and compensating during planning period – teachers, school leaders, and/or specialized instructional support personnel.
- Acquiring supplies, furniture, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
- Carrying out necessary renovations to ensure that the school building complies with applicable statutes and regulations, and minor facilities repairs
- Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.

Variances

No variances are requested for this expansion

Appendix A

RINI Enrollment Table for Proposed Material Expansion

	School Year	Grade Levels Served	Total Enrollment	School Districts
	2021/22	9-12	342	Statewide
	2022/23	9-12	399	Statewide
	2023/24	9-12	449	Statewide
	2024/25	9-12	500	Statewide
	2025/26	9-12	500	Statewide
	(Indicate year when charter is at scale)	2024/25		

Although RINI currently serves a catchment area that is statewide, the school's enrollment, recruitment and mission focus on serving urban students.

RINI INTERNSHIP PARTNER LIST

Women & Infants' Hospital Volunteer Services

Denise Roncarti, Volunteer Services Manager
101 Dudley Street
Providence, RI 02905
274-1122 x 42255

Kent County Memorial Hospital

455 Toll Gate Road
Warwick, RI 02886
737-7010 x 35608
Elaine Fish, Volunteer Services Coordinator

Lifespan- Rhode Island Hospital Community Health

595 Eddy Street
Providence, Rhode Island 02905
Carrie Bridges Feliz, MPH
Ana Almeida-DoRosario, Community Health Liaison
401-444-8135

Landmark Hospital

115 Cass Avenue
Woonsocket, RI
Carolyn Deary, Volunteer Services Director

West Shore Health Center

109 West Shore Road
Warwick, RI
Jenny Sampson, DON
Dawn Sirios, Activities Director

Wingate Residences on Blackstone Boulevard

353 Blackstone Boulevard
Providence, Rhode Island 02906
Lauren Yany, B.S.
Community Liaison

Highlands on the East Side

101 Highland Ave
Providence, Rhode Island 02906
MayEllen Lehman, Director of Living Enrichment

Home & Hospice Care of Rhode Island

1085 North Main Street
Providence, Rhode Island 02904
401-415-4303
Deanna Upchurch- Program Specialist
Cara Hart VP of HR

Cherry Hill Manor

2 Cherry Hill Rd
Johnston, RI
Kathleen Gerber, ED
Maryanne Brocoli, DON

Saint Antoine's

1 Rhodes Avenue
North Smithfield, Rhode Island
Rose Biron, DON

Mount St. Rita

15 Sumner Brown Road
Cumberland, RI
Diana Stamatelatos, DON

Elmwood Health Center

225 Elmwood Ave
Providence, RI
Josh Segal, ED

Dr. Thomas Mulvey, Pediatric Dentistry

148 Waterman Street
Providence, RI
Dr. Thomas Mulvey, Dentist

Dr. DayCare

203 Concord Street Suite 301
Pawtucket, RI 02860

Ron Smith, CEO
Trista Toro, HR

Pat Feinstein Child Development Center
Westminster Street
Providence, RI 02903
Delia Hall, Director

St. Elizabeth's Court
109 Melrose Street
Providence, RI
Amy Vakalis, HR

Wingate on the East Side
1 Butler Ave
Providence, RI
Ria Kowl, Director of Enrichment

West Shore Rehab Center
109 West Shore Road
Warwick, RI
Jenni Sampson DON
Dawn Sirois Activity Director

Providence Physical Therapy
655 Broad Street,
Providence, RI
Alice Murphy, Owner

Westminster Eye Care
891 Westminster Ave
Providence, RI

Alert Ambulance Service, inc
189 Swan Street
Providence, RI
Heather Vallee

Pappas Physical Therapy
1525 Smith Street #5
North Providence, RI
Lauren Weil, PT

Pets in Need Veterinary Clinic
40 Amaral Street
Riverside, RI 02915
Samantha Schenck, Veterinarian/owner

Dr. Daycare
133 Delaine Street #2728
Providence, RI 02909
Trista Toro, HR

American Cancer Society Action Network
931 Jefferson Boulevard Suite 3004
Warwick, RI
Cori Chandler, Grassroots Management

American Lung Association of Rhode Island
260 West Exchange St Suite 102 B
Providence RI,
Jennifer Wall Director

Brain Injury Association of Rhode Island
1017 Waterman Ave,
East Providence, RI
Debra Sharpe, Director

RI Parent Information Network
1210 Pontiac Ave
Cranston, RI
Sarah Lamontagne, Director

ProvidencePhysicalTherapy
655 Broad Street
Providence, RI
Alice Murphy- owner

Healy Physical Therapy
927B Warren Ave
East Providence RI
R.I. Office of Healthy Aging (formerly Elderly Affairs)
Aleatha M. Dickerson, MS, Network
Manager, Community Living
Louis Pasteur Building#57, 25 Howard
Avenue, Cranston RI 02920

CHARTER SCHOOL PERFORMANCE REVIEW SYSTEM – GUIDE FOR THE CHARTER COMMUNITY
MARCH 2017

SCHOOL-SPECIFIC GOAL SETTING FORM

CHARTER NAME: Rhode Island Nurses Institute Middle College Charter High School	SCHOOL NAME: Rhode Island Nurses Institute Middle College Charter High School
CHARTER MISSION: To prepare a diverse group of students to become the highly educated and professional nursing workforce of the future.	

GOAL: 1	<p>Sub-Goal 1A: By school year 2020-2021 and thereafter, 100% of RINI graduates will earn at least 3 college credits that are applicable towards a post-secondary healthcare/nursing major/degree.</p> <p>Sub-Goal 1B: By school year 2020-2021 and thereafter, 60% of all RINI graduates will earn at least 6-12 college credits that are applicable towards a post-secondary healthcare/nursing major/degree.</p> <p>Sub-Goal 1C: By school year 2020-2021 and thereafter, 20% of all RINI graduates will earn greater than 12 college credits that are applicable towards a post-secondary healthcare/nursing major/degree.</p>	<p>Select Goal Type</p> <p><input type="checkbox"/> Organizational</p> <p><input checked="" type="checkbox"/> Academic</p>
<p><i>Explain how this goal is aligned to the charter's mission? Why is the identified goal both ambitious and achievable?</i></p> <p>The current RI nursing workforce does not reflect the diversity in race/ethnicity of the RI population. A more diverse nursing and health care provider workforce improves patient outcomes and contributes to health equity among all. Nurse educators at the post-secondary level recognize the need to increase diversity within nursing programs, however, the number of qualified applicants is small. Therefore, rigorous preparation for urban, Hispanic and Black high school students who are among the group that is currently underrepresented in the nursing workforce, is essential for college success and nursing/health care provider completion. RINI demographics consistently include a majority of Hispanic and Black students and thus the program is directly aligned to the mission.</p> <p>The goal is ambitious because it requires 100% of RINI graduates to have earned 3 college credits in a course required for a nursing/health care provider degree. Courses may include but are not limited to URI WRT 104, CCRI Comm 1010, URI CHM 103 and CHM 105, URI BIO 121, RIC BIO 108, URI PSY 113, URI PSY 232. To pass a college level course requires rigorous academic preparation and mastery of essential literacy and numeracy skills.</p> <p>This goal is achievable because RINI has a proven record of accomplishment of providing students the opportunity to take these rigorous prerequisite courses towards a nursing/healthcare provider degree and earning college credit. RINI has modified graduation requirements applicable to the class of 2019-2020, requiring all graduates to have passed at least one college level course.</p> <p>In 2016-2017, 94% of all graduates earned at least 3 college credits. 72% of all students earned at least 6-12 college credits and 46% of all graduates earned greater than 12 college credits. RINI graduates in 2016-2017 completed a 12+ year and thus the credits earned are the result of</p>		

CHARTER SCHOOL PERFORMANCE REVIEW SYSTEM – GUIDE FOR THE CHARTER COMMUNITY
MARCH 2017

SCHOOL-SPECIFIC GOAL SETTING FORM

CHARTER NAME: Rhode Island Nurses Institute Middle College Charter High School	SCHOOL NAME: Rhode Island Nurses Institute Middle College Charter High School
CHARTER MISSION: To prepare a diverse group of students to become the highly educated and professional nursing workforce of the future.	

GOAL: 3	Select Goal Type
By school year 2020-2021 and thereafter, 80% of all RINI graduates will have earned an industry recognized healthcare credential (CNA license, EMT license, other healthcare provider certification).	Organizational
<i>Explain how this goal is aligned to the charter's mission? Why is the identified goal both ambitious and achievable?</i>	X Academic
<p>It is essential for students to understand the role, job opportunities, educational degree requirements, and daily responsibilities of a registered nurse/health care provider early in the educational pipeline. The industry recognized healthcare credential is an integral part of the RINI model, as it provides students the opportunity to work in the field in an entry level position, allows students access to authentic learning in a healthcare environment, and provides them with a sustainable wage and occupation while pursuing higher level education and Bachelors Degree level and advanced degree careers.</p> <p>The goal is ambitious because fully integrating this authentic experience and credentialing opportunity within the academic calendar will need creativity and full partnerships with health care practice partners, coupled with student readiness and willingness to participate in such an experience. RINI is highly selective in placement of students in the certification programs and uses the Pillars of Nursing rubric to determine readiness. The current RIDOH licensure opportunities include CNA and EMT. The current certification opportunities include Dementia, Feeding, Diabetes Self Management, and Med Tech certifications. Other certification opportunities are currently in the planning phase</p> <p>The goal is achievable because RINI has established relationships within the healthcare sector and is comprised of a Board of Directors who are leaders in the health care community. During the 2016-2017 school year, at least 59% of the graduating class earned a CNA license. In the 2017-2018 school year, RINI expects students from the classes of 2017 and 2018 to become licensed in EMT. In addition, several certifications will be added to the curriculum and programmatic offerings.</p> <p>Due to the RINI model changes from 10-12+ to 9-12, it is uncertain if the metrics from last year will apply to this year and the future years. Students entering in 2016-2017 as 9th graders, expected graduation in 2021, will be expected to more invested in the nursing/healthcare mission and thus will be expected to earn industry recognized credentials at a greater percentage than students who entered RINI in earlier years and under a much different model achieved.</p>	

MEASURE:

(1) RI Department of Health licensure in CNA and EMT

(2) Certificates of completion of coursework and experiences required for certification based on healthcare industry credentialing and/or criteria.

Explain why this measure is an appropriate tool for evaluating the outcome of the goal. Explain why the data source is credible and how it can be externally validated.

Licenses are granted by the Rhode Island Department of Health which sets the academic, performance, and professional standards needed to obtain licensure in this state. Therefore, these external measures reflect industry standards, are reliable, valid, and publicly available measures.

2016-17 BENCHMARK	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET	2021-22 TARGET
59%	50%	60%	70%	80%	

*Note: Targets can be incremental. Targets can also be the same each year. Either way, please be sure to include the goal's target for each year, as illustrated above.



Appendix C

RINIMC Accountability Metrics, Goals, Outcomes, and Expectations

I. School Improvement Goals

Goals 1 & 2 (SAT Math Proficiency and SAT Literacy Proficiency)

Strategy A Curriculum	Adopt common core-aligned math and Literacy curricula that are rated “green” on EdReports; adapt and develop support materials to ensure alignment with the RINI nursing mission and to integrate the nursing theme, leveraging expert support as needed.
Strategy B Teacher Support	Provide teachers and instructional leaders with embedded external expert training and support throughout the school year to help them implement the new curricular materials through strong planning and instructional delivery (includes professional development, coaching, and conducting modified lesson studies during departmental PLC time).

Goals 3 (Absenteeism)

Strategy C Attendance	Create and launch a school attendance data team that meets a minimum of bi-weekly to review data and plan tiered interventions/actions to support student attendance.
Strategy D Culture and Climate Shift	Provide all RINI educators with professional learning around embedding the principles of non-violence and cultural competency in the classroom.

	2017-2018 Actual*	2018-2019 Actual*	2019-2020 Actual**	Target for June 2020	Target for June 2021	Target June 2022
SAT Math Proficiency	1%	4%	Not Available	12%	24%	50%
SAT Literacy Proficiency	13%	17%	Not Available	22%	45%	85%
Chronic Absenteeism	45.70%	42%	43%	25%	18%	15%

*Based on 2017-2018 data. RINI entered Comprehensive School Improvement. 2018-2019 is the gap year between writing the School Improvement Plan and the first year of School Improvement accountability.

**Due to the COVID-19 pandemic, students did not take the SAT in the spring of 2019-2020. This data is not available. Chronic absenteeism was also severely impacted by the COVID-19 pandemic.

II. School Specific Goals

School Specific Goals	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual*	Target for June 2020	Target for June 2021
1A: Graduates will earn 3 college credits	97% Exceeded	96% Exceeded	100% Exceeded	100%	100%
1B: Graduates will earn 6-12 college credits	46% Exceeded	57% Exceeded	100% Exceeded	50%	60%
1C: Graduates will have 12+ college credits	37% Exceeded	45% Exceeded	64% Exceeded	15%	20%
2: Graduates will have healthcare experience	60% Exceeded	67% Exceeded	83% Exceeded	75%	100%
3: Graduates will have earned a workforce credential	62% Exceeded	65% Exceeded	Not Available	70%	80%

*Clinicals and testing for CNA certification were disrupted by the COVID-19 pandemic. Of the students who graduated in June 2020, 27% had a CNA certification prior to COVID-19. Of the students who did not yet have a CNA certification as of March 13, 88% are in the final stages of clinical and/or are ready to test.

III. Report Card Metrics

Assessment	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	Target for June 2020	Target for June 2021
ELA Performance/Proficient	12.96%	17%	Not Available	22%	45%
ELA Participation	98.18%	100%	Not Available	95%	95%
ELA Performance of ELL students	4.88%	5%	Not Available	22%	45%
Math Performance/Proficient	1.85%	4%	Not Available	12%	24%
Math Participation	98.18%	100%	Not Available	95%	95%
ELA Growth	typical 27% high 31%	typical 26% high 31%	Not Available		
Math Growth	typical 38% high 31%	typical 39% high 25%	Not Available		
ELL Proficiency Growth	50.00%	55%	Not Available	65%	75%

**Due to the COVID-19 pandemic, students did not take the SAT in the spring of 2019-2020. This data is not available.

Graduation Rate	2017-2018 Actual	2018-2019 Actual	2019-2020 Actual	Target for June 2020	Target for June 2021
4 year graduation rate - all students	17.4%	81.80%	91.8%	85%	85%
4 year graduation rate - economically disadvantaged	18.6%	79.3%	91.4%	85%	85%
4 year graduation rate - MLLs	0.0%	78.6%	75%	85%	85%
4 year graduation rate - students with disabilities	40.0%	79.3%	100%	85%	85%
GED	6.5%	0%	0%		
drop out	10.9%	18.2%	2.0%	10%	5%
post-secondary enrollment in college w/in 1 year	63.5%	50.0%	86.8%	70%	75%
ELL enrolled in college w/in 1 year	60%	64.2%		70%	75%
Sped enrolled in college w/in 1 year	100%	66.7%	66.7%	70%	75%
Post-secondary readiness - dual or concurrent college enrollment		98%	98%	98%	98%
Post-secondary readiness - CTE credential		54%	48%	60%	70%



RHODE ISLAND
**NURSES INSTITUTE
MIDDLE COLLEGE**
CHARTER SCHOOL

September 24, 2020

Angélica Infante-Green
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Infante-Green,

On behalf of the Rhode Island Nurses Institute Middle College Board of Directors, the governing body of the school, I write to inform you of the board's full support and endorsement of the school's application for expansion to serve more students.

The board is comprised of nursing leaders, health care employers, and community members who are fully committed to the mission of the school. It is our collective belief and a priority of the health care organizations that we represent on this board, that increased diversity of the nursing and health care workforce will result in enhanced patient outcomes and health equity for all Rhode Islanders. RINI Middle College was created as a solution to achieve these goals by creating a pipeline of diverse students to become the highly educated nursing workforce that Rhode Island desperately needs.

We are excited at the prospect to expand the number of students that will have the opportunity to enroll at RINI. The school's yearly waiting list of approximately 400 students reveals that there is a missed opportunity for many youth, primarily from the urban core cities, to explore the nursing/healthcare field while still in high school. It is critical to begin this preparation early for students of various backgrounds and abilities, so they are academically prepared and empowered to pursue this career and graduate from college.

RINI Middle College has a proven track record of preparing students for college and career and is well poised to expand these unique opportunities to more youth.

Thank you for your consideration of this important matter.

Sincerely,

Angela Patterson DNP, FNP-BC, NEA-BC, FAANP
Board Chair, RINI Middle College
Providence, RI 02903
Mobile: 617-694-7764



September 22, 2020

Angélica Infante-Green
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Community Health Institute

335R Prairie Avenue, Suite 2E
Providence, RI 02905

Tel 401 444-8009
Fax 401 444-8061

Carrie Bridges Feliz, MPH
Director

Dear Commissioner Infante-Green,

On behalf of the Lifespan Community Health Institute (LCHI), I am pleased to submit this letter in support of the Rhode Island Nurses Institute Middle College Charter School's (RINIMC) request for expansion. As a dedicated partner of the school, we are excited at the prospect of RINIMC serving additional students, inspiring and supporting them to enter the professional healthcare workforce.

RINIMC's yearly waiting list of about 400 students means there is a missed opportunity for many youth, primarily from the urban core cities, to explore the healthcare field while obtaining their high school diploma. Increasing diversity in the healthcare field is an important aspect of delivering services our communities need. Schools such as RINIMC are essential to begin early training of students of various background and abilities, so they are empowered to enter and grow in the healthcare workforce.

The LCHI is a department of Lifespan, the largest hospital network in Rhode Island and also the state's largest private employer. We recognize that good health begins in homes, schools, workplaces, and communities. Furthermore, as a health system, we must focus on safeguarding health and preventing disease, as well as providing medical care. Accordingly, the mission of the LCHI is to ensure that all people have the opportunities to achieve their optimal state of health through healthy behaviors, healthy relationships, and healthy environments. By facilitating cooperative efforts with community partners to address the full spectrum of conditions that affect health, the LCHI is a primary demonstration of Lifespan's role in the community.

LCHI believes education is one of the critical factors in addressing the various conditions affecting health. As a partner of RINIMC, LCHI's work with the school has focused on developing the skills of students and helping them in taking the first steps to enter the healthcare workforce. Through our Lifespan Mentoring Program, we link high school students with an interest in health careers with Lifespan employee professionals who provide consistent guidance, academic support, professional exposure, and opportunities to practice essential life skills on a one-to-one basis. Lifespan mentors also encourage student mentees to be successful in college and their chosen careers by pursuing the training and exposure needed to excel in a health career. Furthermore, in addition to managing the mentoring program, I currently sit on RINIMC's Community Advisory Board (CAB). CAB's support and monitor the school improvement plan.

LCHI is committed to the success of RINIMC and its students. We support the school's expansion to serve additional students and look forward to continuing our close relationship to cultivate future healthcare workers.

Sincerely,

Ana Almeida-DoRosário
Community Outreach Coordinator
401-444-8069; aalmeidadorosario@lifespan.org



Saint Elizabeth Community

Where RI seniors come first™

September 23, 2020

Angélica Infante-Green
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner infante-Green,

I am pleased to write this letter of support for the RI Nurses Institute Middle College's (RINI's) application to expand the number of student seats in their school from 272 to 500. This expansion will allow more students the unique opportunity to attend RINI and prepare for a career in nursing, a role that is in high demand in this state.

My organization's partnership with the school has been overwhelmingly positive. We have hosted RINI students for their clinical experience. We find RINI students mature, well prepared, eager to assist our patients and learn from our staff. Many times, we have hired RINI students upon completion of their internship with us because they have demonstrated to be a real asset to my organization in caring for our patients. We look forward to expanding opportunities for more RINI students when the expansion is approved.

I fully support RINI's application to expand the number of student seats for more students to engage in these unique academic and health care opportunities and create the pipeline of diverse nurses that Rhode Island desperately needs.

Sincerely,

Amy Vakalis
Talent Acquisition Specialist
Saint Elizabeth Community
Where RI Seniors Come First

Angelica Infante-Green
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Infante-Green:

On behalf of the RI State Nurses Association, a primary founder of the RI Nurses Institute Middle College, I am writing to wholeheartedly endorse the expansion of the student body from 272 students to 400 students.

It is anticipated that the demand for highly educated, culturally competent Nurses will be in high demand as the “baby boomer” workforce numbers decrease. As we move hospital based care to community based care, nursing will be delivered by a diverse workforce that reflects the community in which they serve.

Increasing the student body will not only sustain the nursing workforce “pipeline”, but will also continue to afford the opportunity for children raised in the “urban core” to enter a profession that will provide them with upward mobility and financial stability.

Thank you for your consideration of this matter.

Sincerely,

Donna M. Policastro, RN
Executive Director



9/22/2020

Angélica Infante-Green
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Infante-Green,

I am pleased to write this letter of support for the Rhode Island Nurses Institute Middle College's (RINI's) application to expand the number of student seats in their school from 272 to 500. This expansion will allow more students the unique opportunity to attend RINI and prepare for a career in nursing, a role that is in high demand in this state.

My organization's partnership with the school has been overwhelmingly positive. We have partnered with RINI on bringing students to our annual LUNG FORCE Expo that occurs in the fall at the Crowne Plaza Hotel in Warwick, Rhode Island. Student assisted with a variety of logistical tasks, outreached to exhibitors, and attended both patient/caregiver and healthcare professional presentations on a variety of topics. My organization has also attended RINI educational outreach events hosted at the school to provide lung health information to students and their parents. We find RINI students mature, well prepared, eager to assist our patients and learn from our staff. We look forward to our continued partnership with RINI, especially when the expansion is approved.

I fully support RINI's application to expand the number of student seats for more students to engage in these unique academic and health care opportunities and create the pipeline of diverse nurses that Rhode Island desperately needs.

If you have any further questions, please don't hesitate to reach out. I can be reached at 401-533-5179 or Jennifer.Wall@lung.org

Sincerely,

A handwritten signature in blue ink that reads "Jennifer Wall".

Jennifer Wall
Director, Advocacy in Rhode Island
American Lung Association



Serving patients and hospitals in Southern New England

405 Promenade Street
Providence, RI 02908
800-283-8385
www.ribc.org

September 23, 2020

Angélica Infante-Green
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner infante-Green,

I am pleased to write this letter of support for the RI Nurses Institute Middle College's (RINI's) application to expand the number of student seats in their school from 272 to 500. This expansion will allow more students the unique opportunity to attend RINI and prepare for a career in nursing, a role that is in high demand in this state.

My organization's partnership with the school has been overwhelmingly positive. We have worked with RINI as they helped save lives by donating blood at their schools blood drives. We find RINI students mature, well prepared, eager to assist our patients and learn from our staff. We look forward to expanding opportunities for more RINI students when the expansion is approved.

I fully support RINI's application to expand the number of student seats for more students to engage in these unique academic and health care opportunities and create the pipeline of diverse nurses that Rhode Island desperately needs.

Thank you

Sincerely,

Glenn Halvarson
Account Manager, Providence/Johnston/Central Falls
Rhode Island Blood Center
405 Promenade Street, Providence, RI 02908
Phone: 401.453.8387 Cell: 401.265.1431
Fax: 401.453.8557

www.ribc.org



Landmark Medical Center

September 22, 2020

Angélica Infante-Green
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Infante-Green,

I am pleased to write this letter of support for the RI Nurses Institute Middle College's (RINI's) application to expand the number of student seats in their school from 272 to 500. This expansion will allow more students the unique opportunity to prepare for a career in nursing, a role that is in high demand in this state.

Landmark Medical Center's partnership with the school has been overwhelmingly positive. We have hosted RINI students for their clinical shadowing experience. We find RINI students mature, well prepared, eager to assist our patients and to learn from our staff. We look forward to increasing opportunities for more RINI students if the expansion is approved.

I fully support RINI's application to expand the number of student seats to enable more students to engage in unique academic and health care opportunities. This expansion would create a greater pipeline of nurses from diverse backgrounds -- something that Rhode Island truly needs.

Sincerely,

Margaret M. Macek, MSN, BSN, RN
Chief Nursing Officer

MM/jal



Elmwood Nursing & Rehabilitation Center

A HEALTH CONCEPTS NURSING AND REHABILITATION FACILITY

225 ELMWOOD AVENUE, PROVIDENCE, RHODE ISLAND 02907-1489

PHONE: 401-272-0600, FAX: 401-454-0818, TDD: 401-785-9589

September 24, 2020

Angélica Infante-Green
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Infante-Green,

I am pleased to write this letter of support for the RI Nurses Institute Middle College's (RINI's) application to expand the number of student seats in their school from 272 to 500. This expansion will allow more students the unique opportunity to attend RINI and prepare for a career in nursing, a role that is in high demand in this state.

My organization's partnership with the school has been overwhelmingly positive. We have hosted RINI students for their Certified Nursing Assistant internship and clinical experience. We find RINI students mature, well prepared, eager to assist our patients and learn from our staff. Many times, we have hired RINI students upon completion of their internship with us because they have demonstrated to be a real asset to my organization in caring for our patients. We look forward to expanding opportunities for more RINI students when the expansion is approved.

I fully support RINI's application to expand the number of student seats for more students to engage in these unique academic and health care opportunities and create the pipeline of diverse nurses that Rhode Island desperately needs.

Thank you

Sincerely,

Michele Anderson
HR Manager

an additional year. In 2017-2018, graduates include those who completed a 12+ year as well as those who completed 12th grade. It is expected that the number of college credits earned may decrease due to the transition to 9-12 model. The targets for 1B and 1C will be re-evaluated and adjusted yearly with the expectation that the percentages will be much higher than projected.

MEASURE: College transcripts including but not limited to URI, RIC, CCRI, RWU

- **1A:** Any RINI graduate in a given year that has earned at least 3 college credits divided by any RINI graduate in a given year.
- **1B:** Any RINI graduate in a given year that has earned at least 6 -12 college credits divided by any RINI graduate in a given year.
- **1C:** Any RINI graduate in a given year that has earned greater than 12 college credits divided by any RINI graduate in a given year.

Explain why this measure is an appropriate tool for evaluating the outcome of the goal. Explain why the data source is credible and how it can be externally validated.

Official college transcripts from RI Institutions of higher education are credible and an appropriate tool for measurement

2016-17 BENCHMARK	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET	2021-22 TARGET
1A 94%	80%	90%	100%	100%	
1B 72%	30%	40%	50%	60%	
1C 46%	10%	12%	15%	20%	

CHARTER SCHOOL PERFORMANCE REVIEW SYSTEM – GUIDE FOR THE CHARTER COMMUNITY
MARCH 2017

SCHOOL-SPECIFIC GOAL SETTING FORM

CHARTER NAME: Rhode Island Nurses Institute Middle College Charter High School	SCHOOL NAME: Rhode Island Nurses Institute Middle College Charter High School
CHARTER MISSION: To prepare a diverse group of students to become the highly educated and professional nursing workforce of the future.	

GOAL: 2	Select Goal Type
By school year 2020-2021 and thereafter, 100% of all RINI graduates will have experienced a high school credit-bearing or salaried health care workforce experience (internship, job shadow, employment).	X Organizational Academic
<p><i>Explain how this goal is aligned to the charter's mission? Why is the identified goal both ambitious and achievable?</i></p> <p>This goal is in accordance with the High-Quality K-12 Work-Based Learning Standards issued by the Governors Workforce Board. These standards recognize that authentic workforce experiences such as internships, mentorships, job shadowing, and employment, have shown to increase career interest, college persistence, and degree completion. Since RINI's mission is to develop a diverse group of students to become the highly educated nursing workforce of the future, this healthcare focused work-based learning goal is aligned to our mission. In meeting that mission, it is essential for our students to understand the role, job opportunities, educational degree requirements, and daily responsibilities of a registered nurse/health care provider early in the educational pipeline.</p> <p>The goal is ambitious because fully integrating this authentic experience within the academic calendar will need creativity and full partnerships with health care practice partners, coupled with student readiness for such an experience. RINI is highly selective in placement of students in the healthcare setting and uses the Pillars of Nursing rubric to determine readiness. Students have opportunities for workforce experiences as early as 10th grade and they continue to participate for as long as they exhibit continued eligibility. Many students become employed as a result to internship experiences.</p> <p>The goal is achievable because RINI has established relationships within the healthcare sector and is comprised of a Board of Directors who are leaders in the health care community. During the 2016-2017 school year, at least 64% of the graduating class participated in an authentic healthcare experience that was credit bearing or eligible for credit. In the 2017-2018 school year, RINI will identify and credit all healthcare employment experience as well as internship, mentorship, and job shadow activities and award credit based on credit hours and time on task.</p>	

MEASURE:

- (1) RINI student transcripts will indicate credit earned for work experience.
- (2) Evidence of each student's participation that includes documentation from the practice partner of time spent in the workforce experience (sign in sheets, payroll), rubric evaluation of the student from the practice partner, and rubric evaluation from the student of the practice setting and his/her experience. RINI will track and compile results from all workforce experiences to determine and award high school credit. Approximate equivalents are based on Carnegie Units (1 credit = 100-120 hours).

Explain why this measure is an appropriate tool for evaluating the outcome of the goal. Explain why the data source is credible and how it can be externally validated.

The RINI transcript is an official document of the students earned credits and experiences in high school. The additional documentation from the practice partner will verify the experience occurred and the evaluation from the student will verify whether the experience contributed to the quality of his/her educational experience at RINI in preparation for a nursing/health care provider degree.

2016-17 BENCHMARK	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET	2021-22 TARGET
39%	50%	65%	75%	100%	

*Note: Targets can be incremental. Targets can also be the same each year. Either way, please be sure to include the goal's target for each year, as illustrated above.



RINI Family School Expansion Survey/Encuesta de expansión de escuela:

Questions Responses 84

84 responses



Accepting responses



Summary

Question

Individual

Do you have a child enrolled at RIN...jo inscrito en RINI Middle College?



< 1 of 2 >

Do you have a child enrolled at RINI Middle College? /¿Tiene un hijo inscrito en RINI Middle College?

View options



Yes I have a child enrolled at RINI/Sí, tengo un hijo inscrito en RINI

63 responses



No, my child is on the waiting list/No, mi hijo está en la lista de espera

21 responses



RINI Family School Expansion Survey/Encuesta de expansión de escuela:

Questions Responses 84

84 responses



Accepting responses



Summary

Question

Individual

Do you support RINI's plan to provi... plazas) durante los próximos años? ▼

< 2 of 2 >

Do you support RINI's plan to provide more students, interested in a career in nursing, the opportunity to attend RINI by increasing enrollment by 228 seats (total 500 seats) over the next few years? / ¿Apoya el plan de RINI para brindar a más estudiantes interesados en una carrera en enfermería la oportunidad de asistir a RINI aumentando la inscripción en 228 plazas (un total de 500 plazas) durante los próximos años?

View options ▼



Yes, I support this expansion/Sí, apoyo esta expansión

78 responses



No, I do not support the expansion/No, no apoyo la expansión

6 responses





RINI Student School Expansion Survey

Questions Responses 117

117 responses



Accepting responses



Summary

Question

Individual

Do you support RINI's plan to provi... few years?



2

of 2



Do you support RINI's plan to provide more students, interested in a career in nursing, the opportunity to attend RINI by increasing enrollment by 228 seats (total 500 seats) over the next few years?

Hide options ^

- ☐ Yes, I support this expansion/Sí, apoyo esta expansión
- ☐ No, I do not support the expansion/No, no apoyo la expansión

☒ Yes, I support this expansion/Sí, apoyo esta expansión

99 responses

☒ No, I do not support the expansion/No, no apoyo la expansión

16 responses

Question left blank

2 responses



INSTRUCTIONAL LEADERSHIP

COACHING & TALENT DEVELOPMENT CYCLE



A NOTE ON TALENT DEVELOPMENT

Professional learning and instructional leadership provide opportunities for educator talent development at RINIMC. The focus areas within this model, as well as the RINIMC Classroom Success Pocket Guide directly align with the Rhode Island Educator Evaluation Framework. Therefore, this is a competency based model. All touch points throughout the year serve as formative data; evidence of and progress towards a highly effective evaluation rating.

PROFESSIONAL LEARNING

Classroom Management
Standards-Based Grading
Literacy Strategies for All Learners
Data-Driven Instruction

**Job-embedded. Teacher-led.
Model of best practices.**

INCREASED STUDENT ACHIEVEMENT THROUGH EDUCATOR TALENT DEVELOPMENT

INSTRUCTIONAL LEADERSHIP

Observation & Feedback Cycles
Professional Learning Communities
One-on-One Coaching

Individualized. Strengthened community. Consistent reflection. Continuous improvement.

STANDARDS-ALIGNED INSTRUCTION

Planning and Preparation
Delivery of HQ Curriculum Materials
Student Engagement
Quality Assessment
Purposeful Feedback
Culture of Learning

Student-centered. Research-based. Data-driven.



Instructional Leadership

Coaching and Talent Development

**INSTRUCTIONAL
ANCHORS**

COACHING

**PROFESSIONAL
LEARNING
COMMUNITIES**

**SCHOOLWIDE
FOCUS AREAS**

**RINIMC STANDARDS
COHERENCE MAP**

GUIDING DOCUMENTS:
RELATIONSHIPS AND CONVERGENCES ACROSS PRACTICES
RINIMC STANDARDS COHERENCE MAP (21-22 SY)

**CLASSROOM
SUCCESS PLAN**

GUIDING DOCUMENT:
RINIMC CLASSROOM SUCCESS POCKET GUIDE

OBSERVATION & FEEDBACK

GUIDING DOCUMENTS:
RINIMC 15-MIN OBSERVATION FORM
RINIMC PQS FEEDBACK FORM

LESSON CONFERENCES

GUIDING DOCUMENTS:
CONTENT PLANNING PROTOCOL
CURRICULUM INTERNALIZATION PROTOCOL
THINKING THROUGH A LESSON PROTOCOL

DATA MEETINGS

GUIDING DOCUMENTS:
SEE IT - NAME IT - DO IT PROTOCOL
RESULTS MEETING PROTOCOL

**STANDARDS-ALIGNED
INSTRUCTION**

GUIDING DOCUMENTS:
INSTRUCTIONAL TOOLKIT
LESSON TUNING PROTOCOL

**QUALITY ASSESSMENT &
FEEDBACK**

GUIDING DOCUMENTS:
CLASSROOM ASSESSMENT & FEEDBACK TOOLKIT
LOOKING AT STUDENT WORK PROTOCOL
PROFICIENCY-BASED ASSESSMENT TUNING PROTOCOL

**CLASSROOM
MANAGEMENT**

**LITERACY STRATEGIES
FOR ALL LEARNERS**

GUIDING DOCUMENTS
INSTRUCTIONAL LEADERSHIP ACTION PLAN
TALENT DEVELOPMENT TIMELINE

**STANDARDS-BASED
GRADING**

**DATA-DRIVEN
INSTRUCTION**

PROFESSIONAL LEARNING SCOPE AND
SEQUENCE 2020-2021



Appendix E

RINIMC Instructional Leadership Action Plan, 2020-2021

Appendix E

RINIMC Instructional Leadership

Professional Development Strands				
1. Classroom Management		2. Standards-Based Grading	3. Literacy Strategies for All Learners	4. Data-Driven Instruction
SEMESTER 1	Instructional Leadership Meeting Focus Areas	One-on-One Coaching and Observation	Professional Learning Communities	Evaluation
August Professional Learning Series: <ul style="list-style-type: none">• Instructional Leadership Institute• High Quality Curriculum Training• New Teacher Induction Faculty & Staff• Orientation• Professional Learning Series: Strands 1-4	Instructional Leadership Model Standards-Driven Instruction Standards-Based Grading Leading Change	Initial one-on-one meetings with teachers to build rapport Review formative versus evaluative rubrics	Teambuilding; shared agreements Identify a content-specific strategy (shifts-aligned)	Identify instructional staff who need an evaluation for recertification
SEMESTER 1	Instructional Leadership Meeting Focus Areas	One-on-One Coaching and Observation	Professional Learning Communities	Evaluation
September Professional Learning Series: <ul style="list-style-type: none">• Create an environment of respect and rapport• Manage classroom procedures and routines	PLCs: Arc of professional learning for September Instruction: Identify trends in baseline observation data Data: Retention, Universal Screening Data, Subgroups Professional Learning: Plan for upcoming PD day(s) Leading Change: Set goals for Semester 1	Conduct initial observations to calibrate on baseline scores Curriculum Internalization Pre-Planning Conferences	Communicate with students Use assessment in instruction	Calibrate baseline scores with secondary coach, identify initial focus areas

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RINIMC Instructional Leadership Action Plan, 2020-2021

SEMESTER 1	Instructional Leadership Meeting Focus Areas	One-on-One Coaching and Observation	Professional Learning Communities	Evaluation
October <i>Professional Learning Series:</i> <ul style="list-style-type: none"> Establish a culture of learning Engage students in learning 	<p>PLCs: Arc of professional learning for October; Consultancy protocol</p> <p>Instruction: Monitor previously identified trends; identify research-based best practices to integrate into coaching, PLCs, and/or PD</p> <p>Data: Progress monitoring on most vulnerable populations</p> <p>Professional Learning: Plan for upcoming PD day(s)</p>	<p>Introduction to data analysis</p> <p>Create rigorous goals for students</p>	<p>Data-driven instruction</p>	<p>Facilitate Beginning of Year Conferences</p>
SEMESTER 1	Instructional Leadership Meeting Focus Areas	One-on-One Coaching and Observation	Professional Learning Communities	Evaluation
November <i>Professional Learning Series:</i> <ul style="list-style-type: none"> Use questioning prompts & discussion techniques Adjust instruction for all learners 	<p>PLCs: Arc of professional learning for November; Consultancy protocol</p> <p>Instruction: Monitor previously identified trends; identify research-based best practices to integrate into coaching, PLCs, and/or PD</p> <p>Data: Quarter 1 Data Dive</p> <p>Professional Learning: Plan for upcoming PD day(s)</p>	<p>Curriculum Internalization</p> <p>Data Meeting</p>	<p>Instructional routines and strategies</p> <p>Literacy strategies</p>	<p>Conduct Unannounced Observations</p> <p>Facilitate Mid-Year Conferences, Round 1</p>



RINIMC Instructional Leadership Action Plan, 2020-2021

SEMESTER 1	Instructional Leadership Meeting Focus Areas	One-on-One Coaching and Observation	Professional Learning Communities	Evaluation
December <i>Professional Learning Series:</i> <ul style="list-style-type: none"> Level 2 PL Series topics based on Whetstone data 	<p>PLCs: Arc of professional learning for December; Consultancy protocol</p> <p>Instruction: Monitor previously identified trends; identify research-based best practices to integrate into coaching, PLCs, and/or PD</p> <p>Data: Progress monitoring with focus on most vulnerable populations</p> <p>Professional Learning: Plan for upcoming PD day(s)</p>	Curriculum Internalization Data Meeting	Assessment and Feedback Content-Specific Strategies	Flex: Use to wrap-up any overflow from first round of observations and/or Mid-Year Conferences
SEMESTER 1/2	Instructional Leadership Meeting Focus Areas	One-on-One Coaching and Observation	Professional Learning Communities	Evaluation
January <i>Professional Learning Series:</i> <ul style="list-style-type: none"> Level 2 PL Series topics based on Whetstone data 	<p>PLCs: Arc of professional learning for January; Consultancy Protocol</p> <p>Instruction: With a focus on content review and synthesis, identify instructional strategies to integrate into coaching, PLCs, and/or PD</p> <p>Data: Progress monitoring for most vulnerable populations</p> <p>Professional Learning: Plan for upcoming PD day(s)</p>	Curriculum Internalization Data Meeting	Assessment Tuning Protocol Looking at Student Work	Conduct Unannounced or Announced Observations Facilitate Mid-Year Conferences, Round 2



RINIMC Instructional Leadership Action Plan, 2020-2021

SEMESTER 2	Instructional Leadership Meeting Focus Areas	One-on-One Coaching and Observation	Professional Learning Communities	Evaluation
February <i>Professional Learning Series:</i> <ul style="list-style-type: none"> • Instructional Leadership Retreat • Level 2 PL Series topics based on Whetstone data 	<p>PLCs: Arc of professional learning for February</p> <p>Instruction: Identify trends in baseline observation data</p> <p>Data: Retention, Universal Screening Data, Subgroups</p> <p>Professional Learning: Plan for upcoming PD day(s)</p> <p>Leading Change: Complete Semester 1 Reflection Report on Semester 1 Goals Create Semester 2 Goals Identify instructional areas Create arc for Semester 2</p>	<p>Curriculum Internalization</p> <p>Data Meeting</p>	<p>Content-Specific Strategies</p> <p>Assessment and Feedback</p>	<p>Flex: Use to wrap-up any overflow from first round of observations and/or Mid-Year Conferences</p>



RINIMC Instructional Leadership Action Plan, 2020-2021

SEMESTER 2	Instructional Leadership Meeting Focus Areas	One-on-One Coaching and Observation	Professional Learning Communities	Evaluation
March <i>Professional Learning Series:</i> <ul style="list-style-type: none"> Level 2 PL Series topics based on Whetstone data 	PLCs: Arc of professional learning for March; Consultancy protocol Instruction: Monitor previously identified trends; identify research-based best practices to integrate into coaching, PLCs, and/or PD Data: Progress monitoring on most vulnerable populations Professional Learning: Plan for upcoming PD day(s)	Curriculum Internalization Data Meeting	Looking at Student Work Content-Specific Strategies	Conduct Unannounced or Announced Observations Facilitate Mid-Year Conferences, Round 3

SEMESTER 2	Instructional Leadership Meeting Focus Areas	One-on-One Coaching and Observation	Professional Learning Communities	Evaluation
April <i>Professional Learning Series:</i> <ul style="list-style-type: none"> Level 2 PL Series topics based on Whetstone data 	PLCs: Arc of professional learning for April; Consultancy protocol Instruction: Monitor previously identified trends; identify research-based best practices to integrate into coaching, PLCs, and/or PD Data: Quarter 1 Data Dive Professional Learning: Plan for upcoming PD day(s)	Curriculum Internalization Data Meeting	Assessment and Feedback Looking at Student Work	Calculate domain scores and Final Effectiveness Ratings



RINIMC Instructional Leadership Action Plan, 2020-2021

SEMESTER 2	Instructional Leadership Meeting Focus Areas	One-on-One Coaching and Observation	Professional Learning Communities	Evaluation
May <i>Professional Learning Series:</i> <ul style="list-style-type: none"> Level 2 PL Series topics based on Whetstone data 	PLCs: Arc of professional learning for May; Consultancy protocol Instruction: Monitor previously identified trends; identify research-based best practices to integrate into coaching, PLCs, and/or PD Data: Progress monitoring with focus on most vulnerable populations Professional Learning: Plan for upcoming PD day(s)	Curriculum Internalization Data Meeting	Content-Specific Strategies Assessment and Feedback	Facilitate End of Year Conferences
SEMESTER 2	Instructional Leadership Meeting Focus Areas	One-on-One Coaching and Observation	Professional Learning Communities	Evaluation
June <i>Professional Learning Series:</i> <ul style="list-style-type: none"> Level 2 PL Series topics based on Whetstone data 	PLCs: Arc of professional learning for June Instruction: Identify trends in baseline observation data Data: Retention, Universal Screening Data, Subgroups Leading Change: Complete Semester 2 Reflection Report on Semester 2 Goals Identify priorities for 21-22 SY	Curriculum Internalization Data Meeting	Assessment Tuning Protocol	Submit Final Effectiveness Ratings to RIDE (as required)



RINIMC Talent Development Timeline and Milestones, 2020-2021

Note: This document describes the timeline and milestones related to talent development reporting (evaluations). Talent development also encompasses the activities addressed in the professional learning series, coaching, and professional learning communities. These activities can be found in the [Professional Learning Scope and Sequence](#).

Timeline	Talent Development (Evaluation) Milestones <i>All faculty and staff will receive an internal evaluation. Only those up for formal evaluation will be reported to RIDE.</i>
August	<p>Behind the Scenes: RINI announces coaching and evaluator assignments</p> <p>Instructional staff review evaluation framework (Teacher Framework, Support Professional Framework) during orientation modules</p>
September	<p>Behind the Scenes: Instructional staff selects a professional development strand for Professional Growth Goal (PGG)</p> <p>Instructional staff selects a class to use with Embedded Practice Student Learning Objective (SLO)</p>
October	<p>Meeting: Beginning of Year Conference Due on this date: PGG and SLO Goals for approval (with exception of SLO target); any questions on evaluation process</p> <p>Discussed on this date: Teacher past performance (if applicable), PGG and SLOs, rubric and evaluation process</p>
November	<p>Behind the Scene: Evaluator conducts Unannounced Observation</p> <p>Meeting: Mid-Year Conferences, Round 1 Due on this date: Baseline data (SLO Target), PGG progress</p> <p>Discussed on this date: PGG and SLOs (approval, progress and/or revision), unannounced observation scores, performance to date, improvement plan (if needed)</p>
December	<p>Behind the Scene: Instructional staff continues to collect data and modify instruction according to the embedded practice model</p> <p>Instructional staff continues to collect artifacts aligned with the professional responsibilities rubric</p>
January	<p>Behind the Scene: Evaluator conducts Unannounced or Announced Observation*</p> <p>Meeting: Mid-Year Conferences, Round 2 Due on this date: SLO and PGG progress, supplemental evidence/artifacts related to announced observation</p> <p>Discussed on this date: PGG and SLOs (progress), unannounced observation scores, performance to date, improvement plan (if needed)</p> <p>*Note: For Announced Observations, instructional staff may choose the class and period to be observed. Instructional staff must submit a formal lesson plan to his or her evaluator at least 24 hours in advance</p>

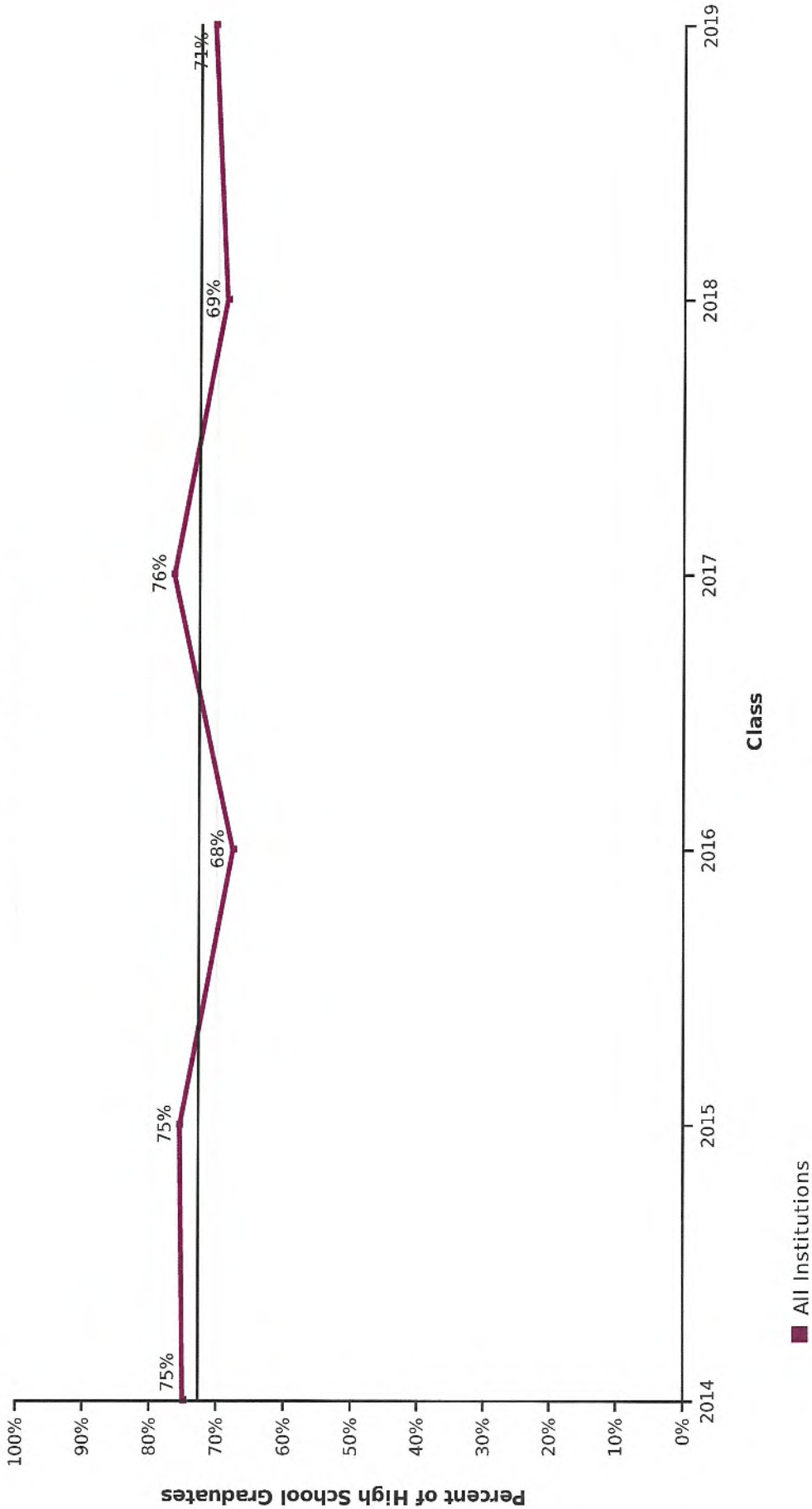


RINIMC Talent Development Timeline and Milestones, 2020-2021

February	<p>Behind the Scene: Instructional staff continues to collect data and modify instruction according to the embedded practice model</p> <p>Instructional staff continues to collect artifacts aligned with the professional responsibilities rubric</p>
March	<p>Behind the Scene: Evaluator conducts Unannounced or Announced Observation*</p> <p>Meeting: Mid-Year Conferences, Round 3 Due on this date: Post-SLO data analysis and presentation, completed PGG, evidence of Professional Responsibilities (as per rubric), supplemental evidence/artifacts related to announced observation</p> <p>Discussed on this date: Final SLO and PGG completion, evidence of professional responsibilities, overview of final evaluation score calculation</p> <p>*Note: For Announced Observations, instructional staff may choose the class and period to be observed. Instructional staff must submit a formal lesson plan to his or her evaluator at least 24 hours in advance</p>
April	<p>Behind the Scene: Evaluator calculates domain scores and Final Effectiveness Rating *</p>
May	<p>Meeting: End of Year Conference Due on this date: Final Effectiveness Rating (from Evaluator)</p> <p>Discussed on this date: Final ratings for Professional Responsibilities, Professional Practice and SLO; performance improvement plan, if needed</p>
June	<p>Behind the Scene: For those who are up for state evaluation, the evaluator submits Final Effectiveness Ratings to RIDE. All other data remains internal.</p>

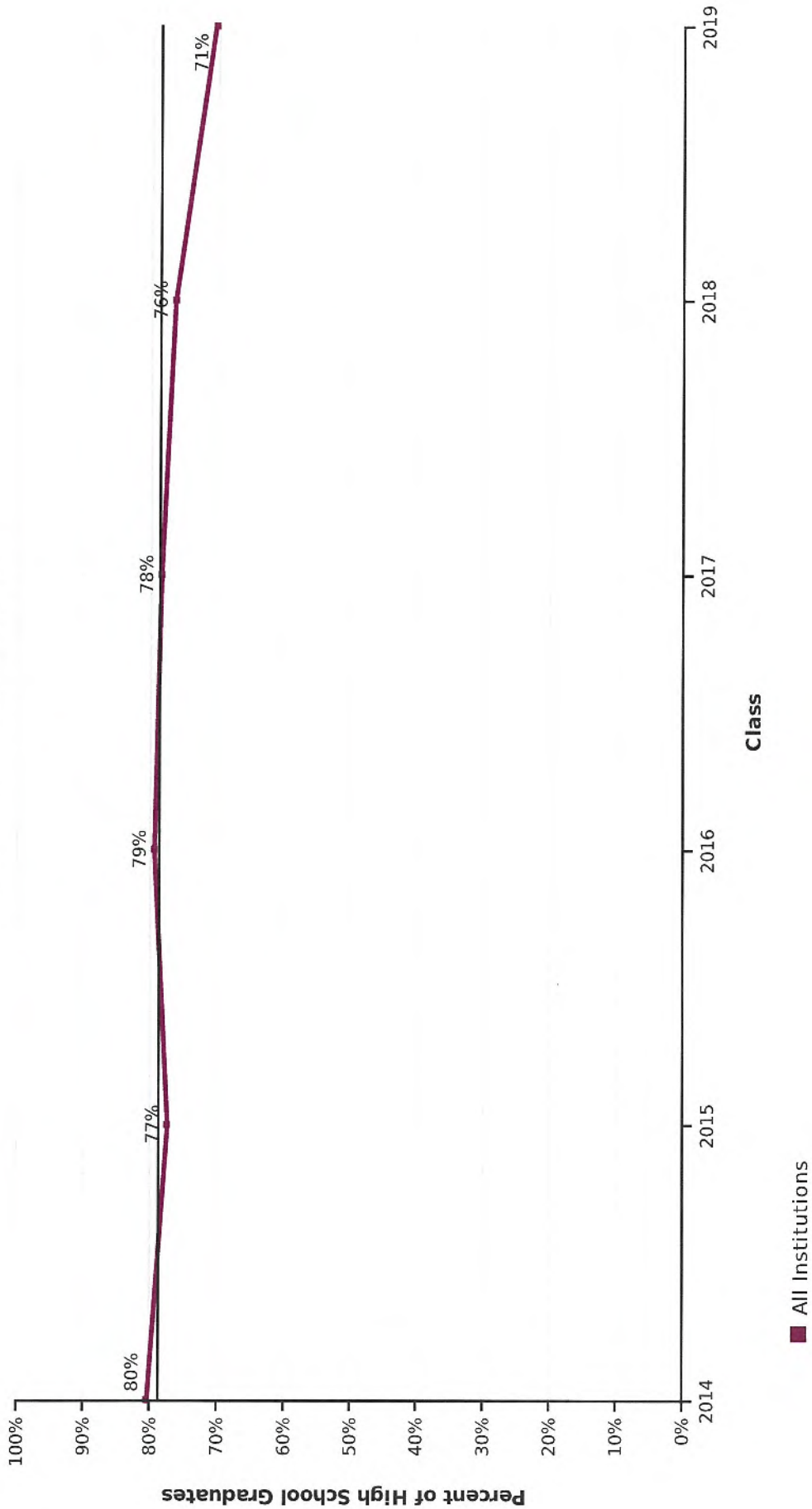
Percent of Students Enrolled in College at Any Time During the First Year After High School

Effective Date = August 15, 2020



Percent of Students Enrolled in College at Any Time During the First Two Years After High School

Effective Date = August 15, 2020



AVG = 78%

Rhode Island Nurses Institute Middle College

Report Run Date: 08/18/2020 09:14 AM

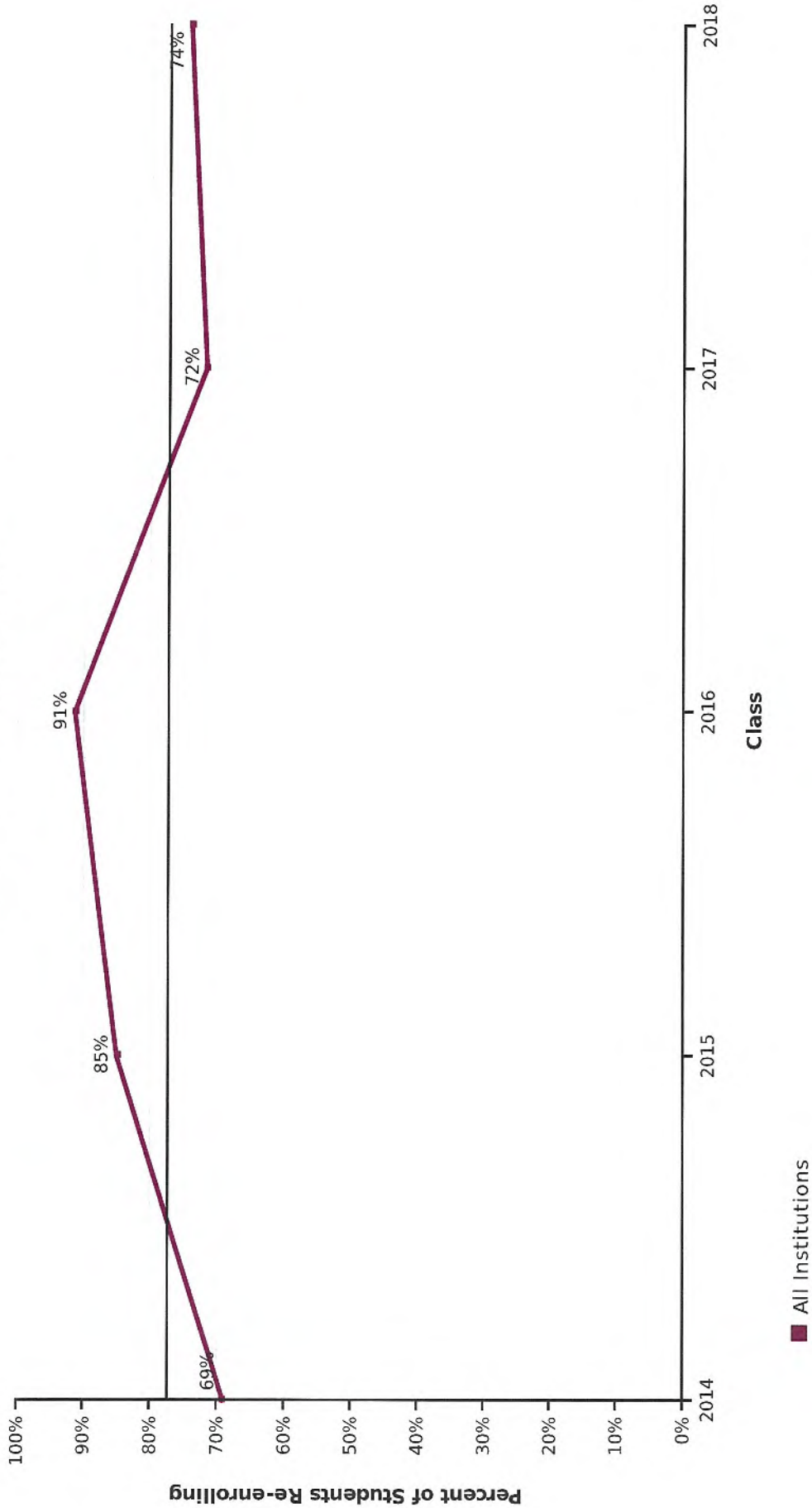
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Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence)

Effective Date = August 15, 2020

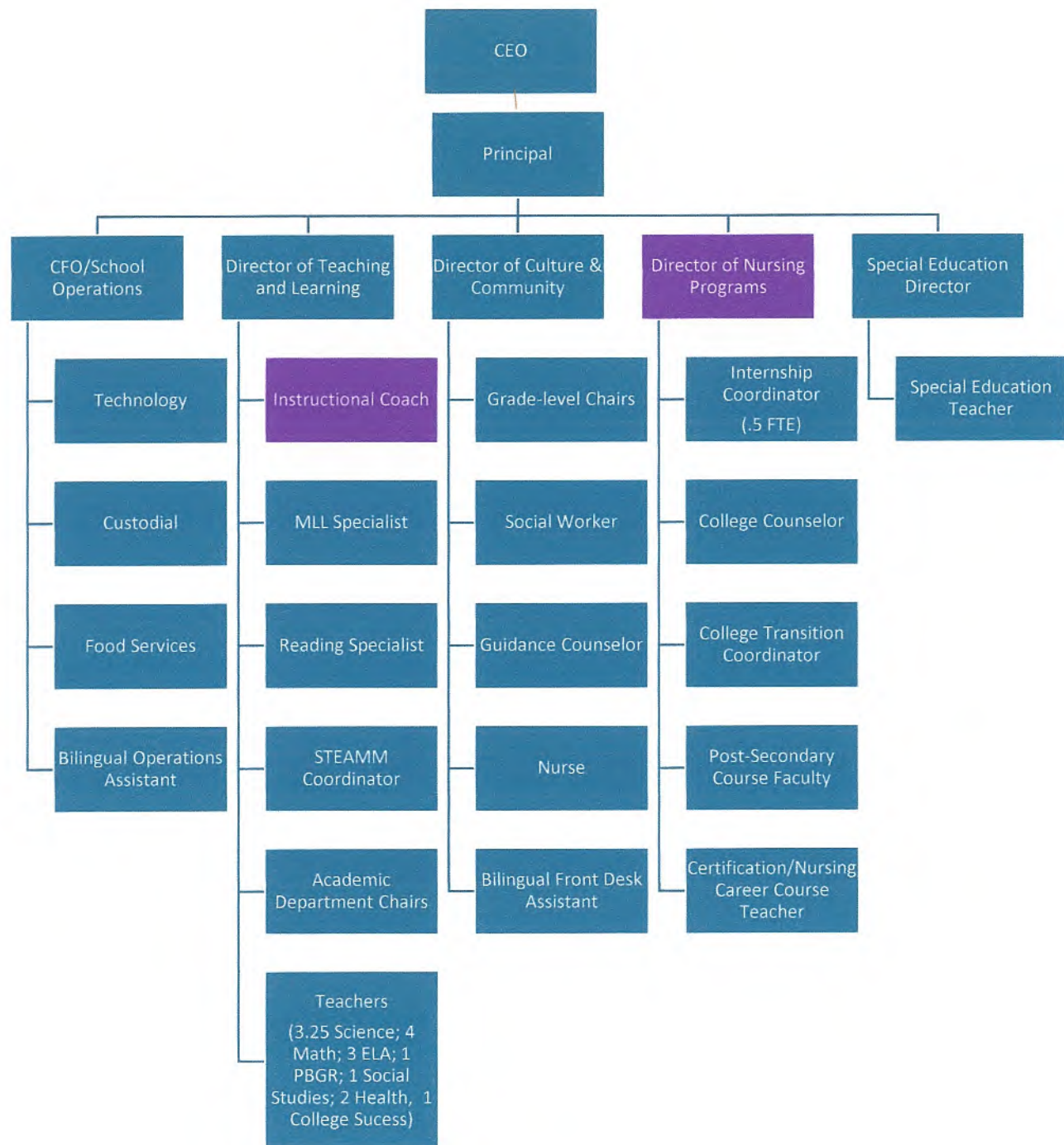


AVG = 77%



Appendix F

RINI Middle College Current Year (2020-21)

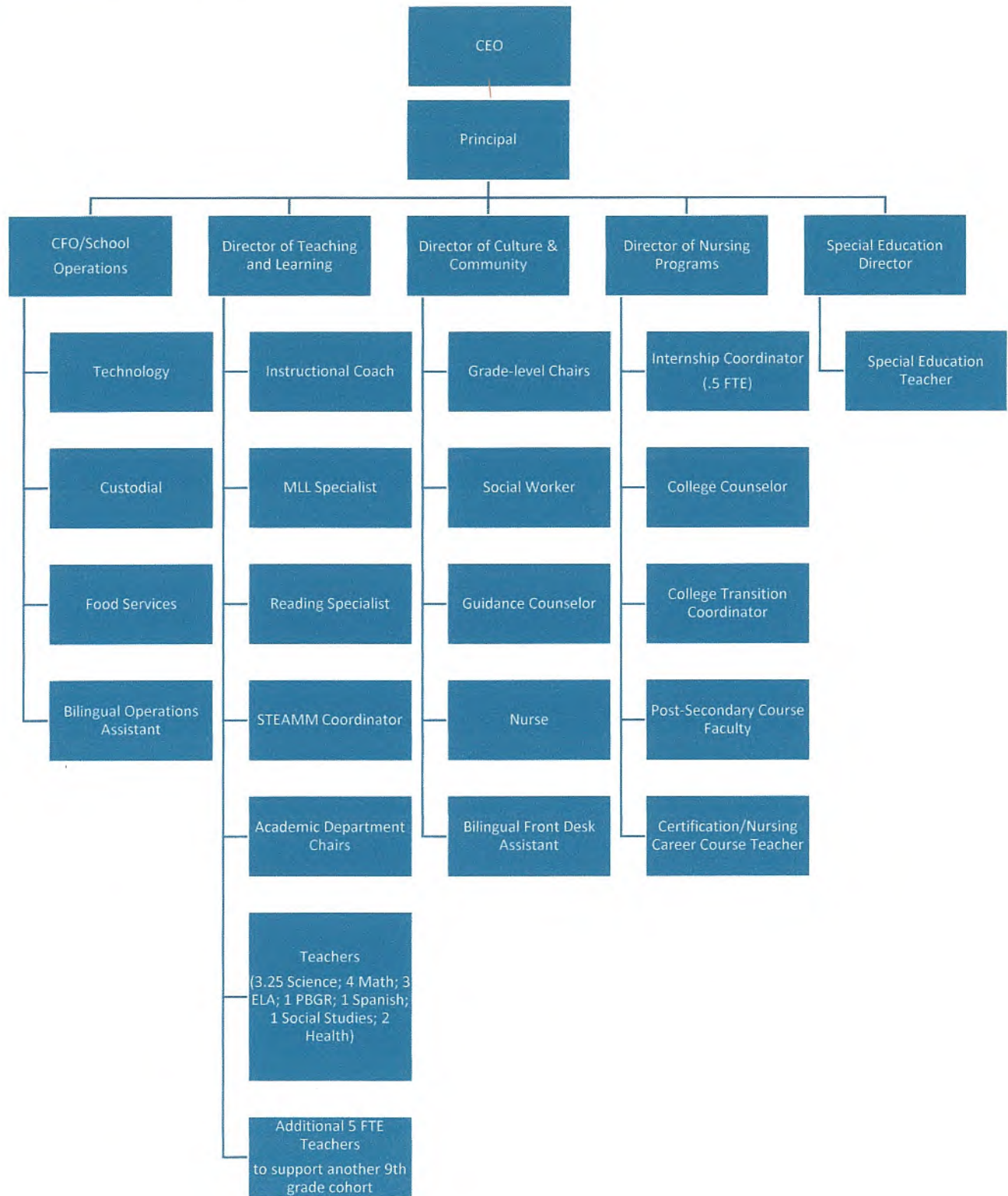


Indicates needs to be hired this year
All positions are full time unless indicated



Appendix F

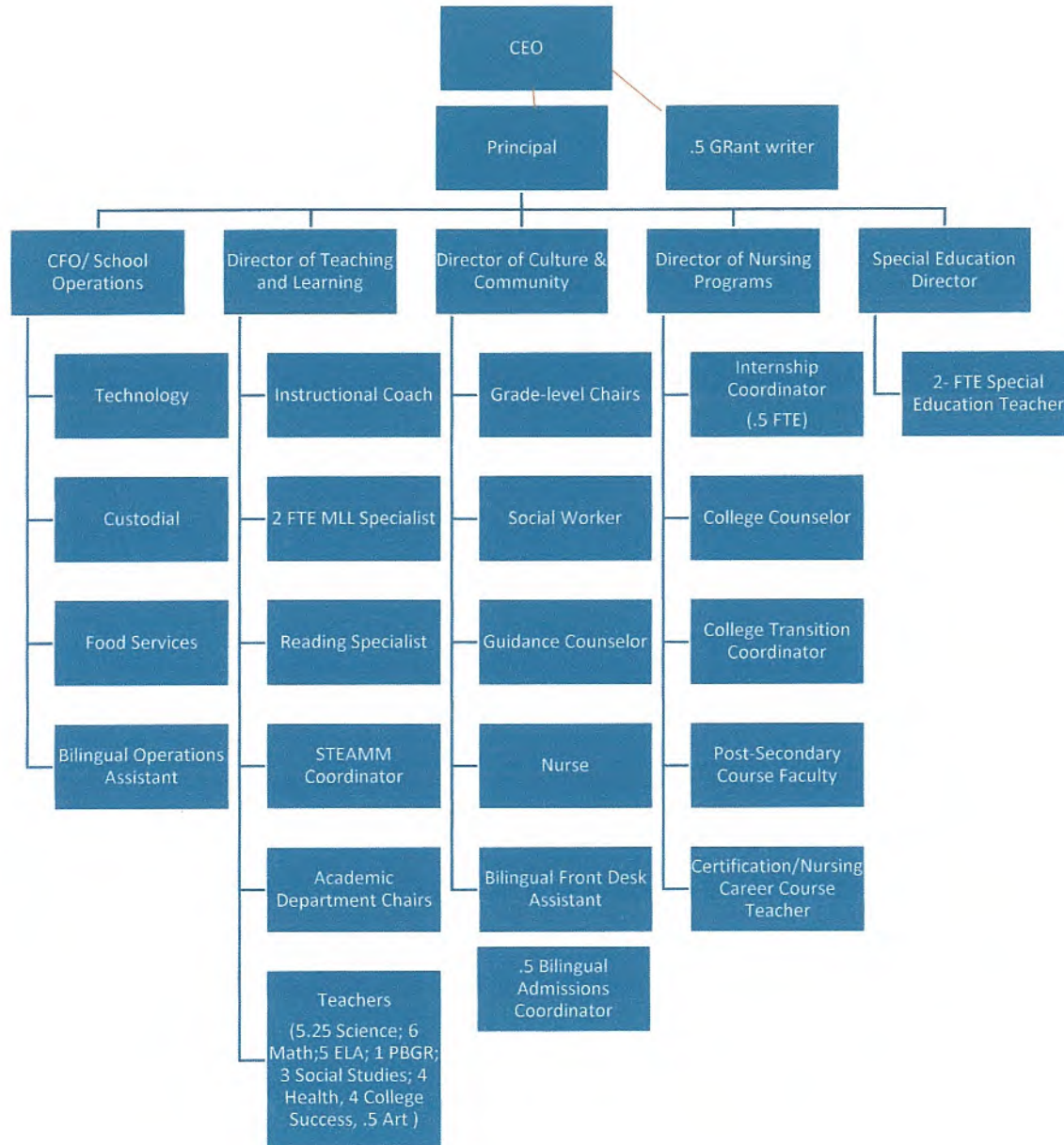
RINI Middle College Year-One Expansion (2021-22)





Appendix F

RINI Middle College Full Scale Expansion (2024-26)



STATE OF RHODE ISLAND Appendix G CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

Charter School:		Rhode Island Nurses Institute Middle College Charter High School					Instructions/Notes
Implementation and Operations							
	FY2022	FY2023	FY2024	FY2025	FY2026		
MAJOR ASSUMPTIONS							
A	Average local aid per pupil	4,505.00	4,524.00	4,519.00	4,498.00	A. Calculates automatically from Enrollment Estimates worksheet.	
B	Average state aid per pupil	11,353.00	11,353.00	11,353.00	11,353.00	B. Calculates automatically from Enrollment Estimates worksheet.	
C	Student Enrollment	342	399	449	500	C. Calculates automatically from Enrollment Estimates worksheet. Table 1. Should correspond to enrollment projections in charter proposal	
D	Gross Square Footage (GSF) of facility	37,500	45,000	45,000	55,000	D. Should correspond to facilities specifications in charter proposal	
E	Staffing					E. Should correspond to staffing projections in charter proposal, use 1.0 for FTE and 0.5 for PTE	
E1	School Principals/Asst Principals	1.0	1.0	1.0	1.0	E1. Corresponds to line 9	
E2	School Support Staff	2.0	2.0	2.0	2.0	E2. Corresponds to line 10	
E3	Executive Director/Superintendent	0.5	0.5	0.5	0.5	E3. Corresponds to line 14	
E4	Deputies/Administrators	1.5	1.0	1.0	1.0	E4. Corresponds to line 15	
E5	Program/Operations Support Staff	2.0	2.0	2.0	2.5	E5. Corresponds to line 16	
E6	Teachers	24.5	29.5	32.0	32.0	E6. Corresponds to line 23	
E7	Paraprofessionals	1.0	1.0	1.0	1.0	E7. Corresponds to line 24	
E8	Pupil Support	4.5	4.5	6.0	6.5	E8. Corresponds to line 30	
E9	Teacher Support	1.0	1.0	1.0	1.0	E9. Corresponds to line 31	
E10	Program Management	0.0	0.0	0.0	0.0	E10. Corresponds to line 32	
E11	Special Services	2.0	2.0	2.0	2.0	E11. Corresponds to line 33	
E12	Facilities Maintenance	0.0	0.0	0.0	0.0	E12. Corresponds to line 45	
F	Staff FTE	40.0	44.5	48.5	49.5	F. Subtotal calculates automatically.	
OPERATING REVENUES							
1	Local Revenue	1,540,694.00	1,805,080.00	2,028,887.00	2,248,828.00	1. Revenue provided by the school's sending municipalities. Calculates automatically - Average local aid per pupil/Student Enrollment	
2	State Revenue	3,892,751.48	4,523,528.58	5,092,416.85	5,677,265.68	2. Revenue provided by the State of Rhode Island.	
3	Grants - Charter Schools Program	200,000.00	200,000.00	0.00	0.00	3. Funds anticipated or awarded from the USDE Charter Schools Program (CSP)	
4	Grants - Private					4. Grants awarded by private donors, foundations, or corporations	
5	Federal formula funds (inc. Title I, III and IDEA)	404,586.00	481,457.34	552,626.15	640,258.82	5. Please see: http://bede1.nj.gov/Funding/Financial/FundingSources.html for information on federal formula funding	
6	Capital Projects Funds	100,958.40	117,784.80	132,544.80	147,800.00	6. Revenue raised to fund or acquire major capital facilities, such as bonding or other capital financing instruments	
7	Other: CTE & ELL Categorical	100,206.00	118,902.00	136,496.00	158,500.00	7. Specify other revenues, if applicable. CTE & ELL Categorical Funding	
	NSLP / SBP	256,500.00	305,235.00	350,220.00	406,000.00		
	Medicaid						
8	TOTAL OPERATING REVENUES	6,485,695.86	7,551,988.72	8,393,190.80	9,256,916.54	8. Total Operating Revenues calculates automatically.	
OPERATING EXPENDITURES							
School Management							
9	Salaries: Principals and Assistant Principals	122,039.00	124,480.00	126,969.00	132,009.00	9. Certified administrators that are principals, assistant principals, or heads of school	
10	Salaries: Support Staff	163,200.00	166,464.00	169,793.00	176,653.00	10. Staff supporting principals/assistant principals and school office functions	
11	School Office	20,862.00	24,339.00	27,838.00	32,500.00	11. General office expenditures such as supplies, copier, postage, etc.	
12	Other:	44,460.00	59,087.00	61,064.00	70,500.00	12. Specify other expenditures, if applicable	
13	Subtotal:	350,561.00	368,350.00	385,664.00	411,752.00	13. Subtotal calculates automatically.	
Program/Operations Management							
14	Salaries: Executive Director or Superintendent	39,415.00	40,203.00	41,828.00	0.00	14. Chief executive of central office, if applicable	
15	Salaries: Deputies and Administrators	103,020.00	83,232.00	84,897.00	88,326.00	15. Central office administrators including public relations directors, finance directors, IT directors, operations directors, research or program evaluators	
16	Salaries: Support Staff	102,227.00	104,272.00	106,357.00	138,256.00	16. Central office support staff including clerks, assistant administrators, finance assistants, operations assistants	
17	Legal	87,642.00	97,182.80	106,083.74	117,371.39	17. Expenses related to contracted legal services	
18	School Board	1,020.00	1,040.40	1,061.21	1,104.08	18. Include professional development, board training, travel, consultants fees, E&O/umbrella insurance and other related costs	
19	Business Operations	41,734.32	42,448.32	43,297.09	45,046.48	19. Include payroll, human resources, accounting, audits, office expenses and other related costs	
20	Information Management and Technology	18,474.00	21,875.40	25,085.60	28,217.50	20. Include expenses for non-pupil use IT, including hardware, software, and data processing	
21	Other: IT Support	25,500.00	26,010.00	26,530.20	27,602.02	21. Specify other expenditures, if applicable	
22	Subtotal:	419,032.32	416,243.92	434,318.63	446,482.87	22. Subtotal calculates automatically.	
Instruction							
23	Salaries: Teachers	1,454,131.00	1,869,819.00	2,144,438.00	2,289,631.00	23. Salaries for classroom teachers, including all core content areas, special education, art, music, language, physical education, computers, etc.	
24	Salaries: Paraprofessionals	48,600.00	54,132.00	59,899.00	65,342.00	24. Salaries for paraprofessionals who spend a majority of their time in classrooms with teachers	
25	Stipends and Bonuses	47,500.00	47,500.00	47,500.00	47,500.00	25. Stipends, bonuses or other incentives for instruction in addition to salary	
26	Pupil-Use Technology, Hardware, and Software	57,618.00	59,723.40	62,165.01	65,333.51	26. Computers, printers, software and related technology for student use	
27	Instructional Materials Supplies	87,014.00	100,482.00	126,027.46	128,408.01	27. Materials and supplies intended for instruction including textbooks, paper, markers, lab materials, academic field trip, etc.	
28	Other: Virtual Foreign Language Program - 11th Grade	18,360.00	18,720.00	34,980.00	36,410.00	28. Specify other expenditures, if applicable	
	Adjunct Professors	36,720.00	37,454.00	39,203.49	39,967.56		
	Clinical Instructors	12,076.80	12,318.34	12,564.70	13,072.32		
29	Subtotal:	1,713,223.00	2,150,377.00	2,460,926.38	2,632,624.52	29. Subtotal calculates automatically.	

Rhode Island Charter Public Schools:

Enrollment and Funding Estimates

Follow the instructions provided in the gray boxes. Add information only in the fields highlighted yellow.

Table 1: Total Enrollment Estimate

Using the dropdown menu, select the communities from which your school will enroll students. Leave additional community spaces blank. Also fill in the number of students that you estimate will enroll from each community per year. The percent (%) column will automatically calculate the percentage of students by town.

Name of Community	FY2022		FY2023		FY2024		FY2025		FY2026	
	#	%	#	%	#	%	#	%	#	%
PROVIDENCE	233	68%	271	68%	305	68%	338	68%	338	68%
PAWTUCKET	41	12%	48	12%	54	12%	59	12%	59	12%
CENTRAL FALLS	14	4%	16	4%	18	4%	22	4%	22	4%
CRANSTON	14	4%	16	4%	18	4%	19	4%	19	4%
WOONSOCKET	14	4%	16	4%	18	4%	22	4%	22	4%
NORTH PROVIDENCE	10	3%	12	3%	13	3%	17	3%	17	3%
JOHNSTON	7	2%	8	2%	9	2%	10	2%	10	2%
WEST WARWICK	3	1%	4	1%	5	1%	5	1%	5	1%
EAST PROVIDENCE	3	1%	4	1%	5	1%	4	1%	4	1%
WARWICK	3	1%	4	1%	4	1%	4	1%	4	1%
Total Enrollment	342	100%	399	100%	449	100%	500	100%	500	100%

Table 2: Enrollment Estimates of Students Receiving Free/Reduced Lunch

Fill in the number of students eligible for free or reduced-price lunch that you estimate will enroll from each community each year. The community names will auto-fill from Table 1. The percent (%) column will calculate the percentage of FRL students by town, and overall.

Name of Community	FY2022		FY2023		FY2024		FY2025		FY2026	
	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %
PROVIDENCE	205	88%	238	88%	268	88%	297	88%	297	88%
PAWTUCKET	36	88%	42	88%	48	88%	52	88%	52	88%
CENTRAL FALLS	12	88%	14	88%	16	88%	19	88%	19	86%
CRANSTON	12	88%	14	88%	16	88%	17	88%	17	89%
WOONSOCKET	12	88%	14	88%	16	88%	19	88%	19	86%
NORTH PROVIDENCE	9	88%	11	88%	11	88%	15	88%	15	88%
JOHNSTON	6	88%	7	88%	8	88%	9	88%	9	90%
WEST WARWICK	3	88%	4	88%	4	88%	4	88%	4	80%
EAST PROVIDENCE	3	88%	4	88%	4	88%	4	88%	4	100%
WARWICK	3	88%	4	88%	4	88%	4	88%	4	100%
Total FRL Enrollment	301	88%	351	88%	395	88%	440	88%	440	88%

Table 3: Local Aid

The local aid table will autopopulate. The community names and enrollment percentages will auto-fill from Table 1. An average local per pupil will be calculated.

Name of Community	FY2022		FY2023		FY2024		FY2025		FY2026	
	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$
PROVIDENCE	\$4,276	\$996,308	\$4,276	\$1,158,796	\$4,276	\$1,304,180	\$4,276	\$1,445,288	\$4,276	\$1,445,288
PAWTUCKET	\$2,729	\$111,889	\$2,729	\$130,992	\$2,729	\$147,366	\$2,729	\$161,011	\$2,729	\$161,011
CENTRAL FALLS	\$3,151	\$44,114	\$3,151	\$50,416	\$3,151	\$56,718	\$3,151	\$69,322	\$3,151	\$69,322
CRANSTON	\$8,278	\$115,892	\$8,278	\$132,448	\$8,278	\$149,004	\$8,278	\$157,282	\$8,278	\$157,282
WOONSOCKET	\$2,380	\$33,320	\$2,380	\$38,080	\$2,380	\$42,840	\$2,380	\$52,360	\$2,380	\$52,360
NORTH PROVIDENCE	\$8,094	\$80,940	\$8,094	\$97,128	\$8,094	\$105,222	\$8,094	\$137,598	\$8,094	\$137,598
JOHNSTON	\$10,331	\$72,317	\$10,331	\$82,648	\$10,331	\$92,979	\$10,331	\$103,310	\$10,331	\$103,310
WEST WARWICK	\$8,105	\$24,315	\$8,105	\$32,420	\$8,105	\$40,525	\$8,105	\$40,525	\$8,105	\$40,525
EAST PROVIDENCE	\$7,921	\$23,763	\$7,921	\$31,684	\$7,921	\$39,605	\$7,921	\$31,684	\$7,921	\$31,684
WARWICK	\$12,612	\$37,836	\$12,612	\$50,448	\$12,612	\$50,448	\$12,612	\$50,448	\$12,612	\$50,448
Average Local Per Pupil	\$4,505		\$4,524		\$4,519		\$4,498		\$4,498	
Total Local Aid		\$1,540,694		\$1,805,060		\$2,028,887		\$2,248,828		\$2,248,828

Table 4: State Aid

The state aid table will autopopulate. The table will automatically calculate the state aid for each community, and generate an average per pupil amount.

Name of Community	FY 2021		FY 2022		FY 2023		FY 2024		FY 2025		FY 2026	
	Core Amount: Core	SSF (0.4)	Share Ratio	# students	# FRL students	Total Core	Total SSF	Average PP	Total			
PROVIDENCE	\$10,310	\$4,124	85.3%	233	205	\$2,049,104	\$721,284	\$11,890	\$2,770,388			
PAWTUCKET	\$10,310	\$4,124	80.4%	41	36	\$339,803	\$119,611	\$11,205	\$459,413			
CENTRAL FALLS	\$10,310	\$4,124	94.6%	14	12	\$136,605	\$48,085	\$13,192	\$184,691			
CRANSTON	\$10,310	\$4,124	56.1%	14	12	\$80,989	\$28,508	\$7,821	\$109,497			
WOONSOCKET	\$10,310	\$4,124	85.5%	14	12	\$123,473	\$43,463	\$11,924	\$166,936			
NORTH PROVIDENCE	\$10,310	\$4,124	56.6%	10	9	\$58,352	\$20,540	\$7,889	\$78,891			
JOHNSTON	\$10,310	\$4,124	47.2%	7	6	\$34,091	\$12,000	\$6,584	\$46,091			
WEST WARWICK	\$10,310	\$4,124	65.2%	3	3	\$20,162	\$7,097	\$9,086	\$27,259			
EAST PROVIDENCE	\$10,310	\$4,124	57.1%	3	3	\$17,659	\$6,216	\$7,958	\$23,875			
WARWICK	\$10,310	\$4,124	37.6%	3	3	\$11,619	\$4,090	\$5,236	\$15,709			
Average and total				342	301			\$11,353	\$3,882,751			

Table 5: Total Aid

	FY2022	FY2023	FY2024	FY2025	FY2026
Total Local	\$1,540,694	\$1,805,060	\$2,028,887	\$2,248,828	\$2,248,828
Total State	\$3,882,751	\$4,523,530	\$5,092,417	\$5,679,284	\$5,677,256
	\$5,423,445	\$6,328,590	\$7,121,304	\$7,928,112	\$7,926,084

\$11,353.07

\$11,337.17

\$11,341.69

\$11,358.57

\$11,354.51